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ABSTRACT

This teaching guide contains materials for 24 2-hour lessons for people with limited English proficiency who are seeking a job in the cosmetology industry or seeking enrollment in cosmetology courses. The course is intended to improve students' abilities to communicate orally with customers in a cosmetology setting and to improve job seeking and interview skills. The course contains the following sections: (1) social communication; (2) understanding instructions--repetition and confirmation; (3) consultation--advising, suggesting and recommending; (4) responding to complaints and apologizing; (5) job interviews; and (6) employment applications. Within the sections, class lesson plans include objectives, activities, lists of materials and resources, teacher's notes, class agenda, and student worksheets. Tests with answers and a course evaluation also are included. (KC)

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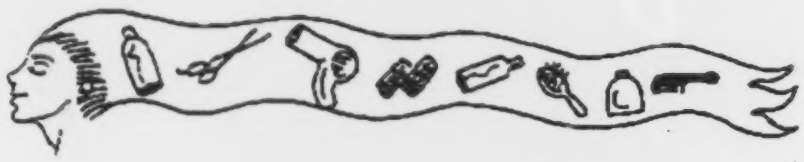
Communication Skills for the Cosmetology Industry



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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Communication Skills for the Cosmetology Industry

A VESL Course

Hours of Instruction: Designed as twenty-four 2 hour lessons, a total of forty-eight hours of instruction.

Target Audience: Limited English Speakers who are seeking a job in the cosmetology industry, concurrently enrolled in Cosmetology courses, or seeking enrollment in Cosmetology courses.

Goal of Instruction: To improve the learner's ability to communicate orally with customers in a cosmetology setting, and to improve job seeking and interview skills.

Topics of Instruction: The course contains the following sections:

- Social Communication
- Understanding Instructions: Repetition/Confirmation
- Consultation: Advising, Suggesting & Recommending
- Responding to Complaints/Apologizing
- The Job Interview
- Employment Applications

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The College of the Desert Workplace Learning Resource Center can be reached at (619) 773-0128 or email jackeg@dccd.cc.ca.us

To the Teacher:

This course was developed in response to a request by leaders in the cosmetology industry for a short term class that would focus on communication skills for limited English speakers. The topics are based on the responses of a professional needs survey sent to over thirty leaders and educators in the field of cosmetology.

The stated objectives of the classes are in accordance with the SCANS/Workplace Competencies and Basic Skills Checklist. Activities were designed to include all types of learners: oral, aural, visual, and kinesthetic. A soft skills goals checklist is an intrinsic part of the course and was developed from employer surveys on most valued qualities of employees.

A general time frame is given for the activities in each class, but this serves only as a guide and is extremely flexible. Because student populations and needs will differ, additional activities that are developed can easily be inserted and others deleted. Pronunciation and stress activities are included that will apply to most adult learners, but more targeted instruction will be based on evaluation of the class and student needs.

The core of this course is the salon homework. For those students looking for future employment, the homework may provide an opportunity for them to achieve this goal. If possible, students should visit one salon throughout the course, rather than several different ones. This will give salon personnel a better chance to get to know and value them as the competent, wonderful people they are.

As teachers of limited English speakers, we know our students are intelligent and may have held demanding and very different jobs in their native countries. We know the warmth of Spanish speakers and the grace and diligence of students from Asian countries. We know these cultures are strongly family oriented, and friends and relatives will follow and support them at any salon they work at.

We know that English is their second language and they will have typical speech patterns that sound "different" to the native American ear. But, as native English speakers, we know that our ear "adjusts" over time and repeated listening, and our understanding adjusts, too, *just the same as it does for the myriad variations of native American speech!* Southerners, Easterners, people from the Mid West - their speech is different and our understanding adjusts to this difference, the more we listen to them.

And this is what I think salon personnel will have the pleasure of finding out about your students - that firstly, they are fine people, and secondly, *they sound a little different, but it doesn't really matter.* They can be understood, and their understanding of what is said to them may be greatly beyond their accuracy in speech production.

Alternately, students need and will benefit from this listening practice at an actual salon. Their ear must be trained to hear and focus on the topics you are teaching in class. They will hear many more things, too, that you are not teaching! This is why the time frames for activities are always flexible, because what happens when they visit salons may produce new topics to explore.

Best wishes to you and your students for a successful and interesting course!

ACKNOWLEDGMENTS

We would like to thank the following people and organizations for their contributions as subject matter experts to this project.

- The San Diego Country Regional Occupational Program Cosmetology/Manicurist Advisory Committee
- Kerry Bevin, SuperCuts, San Diego, CA
- Craig Morgan, Eclipse Salon, San Diego, CA
- Michele Peart, Dale International, San Diego, CA
- Marty Furch, VESL Coordinator, Palomar College, San Marcos, CA
- Ann Marie Damrau, VESL Coordinator, San Diego Community College District

A special thanks to Bobbie Rosenberg of SuperCuts in Palm Desert, CA, for her critical insight, enthusiasm, and willingness to share her expertise. She was instrumental in getting this curriculum developed, and in providing the guidance for it to become an industry standard for language instruction.

Class 1: Social Communication

Objectives:

Students will be able to:

1) Communicate personal information about self
2) Read, interpret, & complete school registration forms
3) Communicate interpersonally/ask for information
4) Utilize test-taking skills

Structure/Vocabulary:

Present tense questions: Do you.....? Are you.....?

Small talk/asking questions/social communication

Objective #	Activity	Materials/Resources
	Introduction	
	Agenda/Course Outline	Handouts
1)	Name Cards	Packet of 5 x 8 file cards, 20-30 crayola colored markers, no light colors!
2)	Registration forms	Forms, 20-30 #2 pencils
3)	Find Somone Who.....	Worksheet, small prize
4)	Pre-assessment test	Test Handout

Class 1: Teacher's Notes

10 **(1) What is a VESL Communication Skills Course for the Cosmetology Industry? What will we study?**

General welcoming words to put students at ease, such as below, or whatever you feel comfortable with!

Welcome Students! I'm so glad to see you all here. My name is _____, and I am the teacher for this class. Please excuse me, my hair is not beautiful, like your hair. (Look around audience, comment on different hairstyles.) I feel very lucky to be your communications teacher, because you are all *my* teachers for looking the best I can, and I know I will learn a lot.....

Why are we here? Well, I am here because an owner of several hair salons felt unhappy. Many people came to her salon to apply for jobs. Some were from Mexico and South America, some were from Asian countries, and some were from African countries. She liked them! They were warm and friendly and she *knew* they had good skills and cared about people. But, she was sad because sometimes she couldn't understand their English very well. She could not give them a job, because she was afraid her customers might think, oh, they don't speak English so well, maybe they won't understand me when I tell them what I want.....

And so this salon owner went to the community college and she said, "Can you give a communications course for these people? They have excellent technical skills, but they need practice in English communication, in good pronunciation, in better grammar, so I can hire them and my customers will feel comfortable."

And so we made a class just for you. We will practice the words to use to talk to customers, to make them feel relaxed and confident in you. We will practice our listening, and the things to say to really understand what customers want. We will practice the words to use to *advise* customers and to make suggestions. We will learn what to say when a customer doesn't like a hairstyle. And, we will practice job interview skills & how to write a *good* employment application. At the end of our class, a speaker from a salon will come and talk with you.

You will also have homework in this class. This will be the most important part of class. We can learn many things together in class, but to really learn, to make your communication alive and *real* and a part of you inside, you will go to salons and listen very carefully to what stylists and manicurists say to customers. You will learn more things than I can teach you in class, and you can share what you learn with your classmates. So, If you come to class and do your homework and do your best, you can create an opportunity for a job by the time our class finishes.

15 **(2) Pass out agenda (plan/schedule) for Class #1, pass out course outline.** This is a "sample" agenda that the teacher can write on the board for each class, or can type & pass out for successive classes. Only one is provided here, because timing of classes are different, activities may "run over", and you will no doubt create other activities based on students' needs.

20 **(3) Make name card.** (I want to get to know you, you will want to get to know each other, just like you will want to get to know your customers and co-workers.) Show your name card sample, draw sample on whiteboard/blackboard. Tell students they can write or draw a picture of the topics.

Front

FREE TIME INTERESTS	MONTH YOU WERE BORN
FIRST NAME	
FAVORITE ANIMAL	FAVORITE SPORT TO DO OR WATCH ON T.V.

BACK

FAMILY NAME (LAST NAME)

Ask for a volunteer to pass colored markers, and a volunteer to pass 5 x 8 cards, folded in half.

Followup: does anyone have a birthday this month???? **Stand up** if yes, what day is it, etc. What sports do you like, who are the volleyball/tennis/swimming people? Animals, free time interests followup.

20 **(4) Course Registration**

Optional: have students line up alphabetically according to last name, have them introduce themselves (hello, my name is.....) and rest of class says "nice to meet you, _____" This will help you with your filing if the class is large!

30 **(5) Topic: Small Talk.** Elicit: What is Small Talk? (Friendly conversation, asking questions to get to know people.) Elicit: What percent in the cosmetology industry depends on **Skill**. What percent depends on **Communication.** (15% Skill. 85% communication. Others say, 1% skill, 99% communication!)

Find someone who....talk to-15 ***different*** people. If a student says, "no", don't write the name, ask someone else. Winner: person who finishes first receives a bottle of Paul Mitchell shampoo or a pen or candy or some little prize.

Followup: take notes on your transparency to get a feeling for the class, how many have licenses, how many are in school now, etc.

25 **(6) Pre-Assessment Test.** Tell students you must give a test before the course, to see what they know, what they don't know. Also, at the end of the class, you will give another test to see what they have learned. Review test taking skills: quickly answer questions that are known, go back to unknown if time, explain/give examples of test instructions.

Class 1, Agenda

- What is a VESL Communication Skills Course for the Cosmetology Industry? What will we study?
- Name Cards
- Course Registration
- Small Talk: Find Someone Who....
- Pre-Assessment Test

Course Outline

Communication Skills for the Cosmetology Industry

Class 1: Social Communication **Date:_____**

- Introduction
- Course Outline
- Registration
- Small Talk
- Pre-Assesesment Test

Class 2: Social Communication **Date:_____**

- Nine Qualities
- Dialog
- Pronunciation
- Grammar
- Salon Homework
- Journal Log

Class 3: Social Communication **Date:_____**

- Homework Discussion
- Dialog Practice
- Writing
- Vocabulary & Spelling Words

Class 4: Social Communication **Date:_____**

- Dialog Presentations
- Listening Evaluations
- Spelling & Dictation Test
- Goals

Class 5: Understanding Instructions: Repetition/Confirmation

- Small Talk **Date:_____**
- Pronunciation
- Dialog
- Vocabulary, Spelling

Class 6: Understanding Instructions: Repetition/Confirmation

- Grammar **Date:**_____
- Dialog Practice
- Salon Homework
- Vocabulary & Spelling Words

Class 7: Understanding Instructions: Repetition/Confirmation

- Homework Discussion **Date:**_____
- Dialog Practice
- Writing
- Review

Class 8: Understanding Instructions: Repetition/Confirmation

- Dialog Presentations **Date:**_____
- Listening Evaluations
- Spelling & Dictation Test
- Goals

Class 9: Consultation: Advising, Suggesting, & Recommending

- Small Talk **Date:**_____
- Dialog
- Pronunciation
- Grammar

Class 10: Consultation: Advising, Suggesting, & Recommending

- Review **Date:**_____
- Dialog Practice
- Salon Homework
- Vocabulary & Spelling Words

Class 11: Consultation: Advising, Suggesting, & Recommending

- Homework Discussion **Date:**_____
- Writing
- Review of the Course

Class 12: Consultation: Advising, Suggesting, & Recommending

- Dialog Presentation **Date:**_____
- Listening Evaluations
- Spelling & Dictation Test
- Goals

Class 13: Responding to Complaints/Apologizing **Date:**_____

- Dialog
- Pronunciation
- Grammar

Class 14: Responding to Complaints/Apologizing **Date:**_____

- Dialog Practice
- Salon Homework
- Vocabulary & Spelling Words

Class 15: Responding to Complaints/Apologizing **Date:**_____

- Homework Discussion
- Writing
- Review

Class 16: Responding to Complaints/Apologizing **Date:**_____

- Dialog Presentations
- Listening Evaluations
- Spelling & Dictation Test
- Goals

Class 17: The Job Interview **Date:**_____

- Discussion
- Vocabulary & Spelling Words
- Reading

Class 18: The Job Interview **Date:**_____

- Review
- Interview Questions
- Salon Homework

Class 19: The Job Interview Date:_____

- Homework Discussion
- Reading
- Review

Class 20: The Job Interview Date:_____

- Grammar
- Interview Practice
- Goals

Class 21: The Job Interview Date:_____

- Interview Presentations
- Listening Evaluations
- Videotaped Presentations
- Spelling & Dictation Test

Class 22: Employment Applications Date:_____

- Evaluate Applications
- Fill Out Applications
- Speaker Preparation

Class 23: Speaker Visit Date:_____

- Speaker Visit
- Review of the Course

Class 24: Graduation Date:_____

- Course Evaluation
- Post-Assessment Test
- Graduation Certificates
- Awards Presentations

FIND SOMEONE WHO.....

Has two children. Do you ..... _____	Has a cosmetology license. Do you ..... _____	Knows how to make french braids. Do you ..... _____
Likes to talk a lot. Do you ..... _____	Wants to work in an independent salon. Do you ..... _____	Wants to work for a chain salon. Do you ..... _____
Likes to cut children's hair. Do you ..... _____	Wants to own a salon someday. Do you ..... _____	Is going to cosmetology school now. Are you ..... _____
Likes to color hair. Do you ..... _____	Wants to be a manicurist. Do you ..... _____	Cuts hair for friends now. Do you ..... _____
Wants to be a makeup artist. Do you ..... _____	Likes coffee with cream. Do you ..... _____	Does volunteer work now. Do you..... _____

Name_____ Date_____

Pre-Assessment Test: Communication Skills for the Cosmetology Industry

1. Circle the examples of good small talk topics.

   A. Politics
   B. Religion
   C. Weekend Activities
   D. Income

2. What do you like to do in your free time? Circle the correct answer.

   A. I likes to swim.
   B. I like to swimming.
   C. I likes to swimming.
   D. I like to swim.

3. What is the sound of the past tense verb ending for the verb listened?

   A. t
   B. d
   C. id

4. Circle the examples of good listening skills.

   A. Repetition
   B. Confirmation
   C. Paraphrasing
   D. All of the above

5. "What would you like today?" Circle the most polite answer.

   A. Give me a trim.
   B. I want a trim.
   C. I'd like a trim.
   D. I need a trim.

6. Circle the examples of confirmation skills.

   A. Is that right?
   B. Is that correct?
   C. I've got it.
   D. All of the above.

7. If a customer wants a new hair style, what can a stylist say?

   A. I'd suggest.....
   B. I'd advise.....
   C. I'd recommend....
   D. All of the above

8. What is a compliment?

A. Something you are angry about
B. A problem you have
C. Something nice you say to someone
D. A free ticket

9. What is the correct grammar?

A. You have beautifuls eyes.
B. You have beautiful eyes.
C. You have eyes beautifuls.
D. You have eyes beautiful.

10. When a customer asks for advice and a stylist gives recommendations, what do we call this?

A. A confirmation
B. A consultation
C. A conclusion
D. A compliment

11. What is a synonym for the word *terrific*?

A. Great
B. Wonderful
C. Very nice
D. All of the above

12. "It's too formal." What is another way to say this?

A. It's too casual.
B. It's not casual enough.
C. It's casual.
D. It's not enough casual.

13. When a customer doesn't like his or her new hair style, what is the best stylist response?

A. Why don't you like it?
B. What's wrong with it?
C. I'm sorry it's not what you wanted.
D. What's the problem?
E. All of the above

14. Circle the letters that are important things to do *before* a job interview.

A. Research the salon
B. Write a resume
C. Practice talking about your strengths
D. Practice talking about your weaknesses
E. All of the above

15. Circle the letters that are important things to do *during* a job interview.

A. Speak in a strong voice.
B. Give details and examples in your answers.
C. Have eye contact.
D. Have a strong handshake.
E. All of the above.

16. If your job interview is at 9:00 a.m., what is the best time to arrive?

A. 9:00 a.m.
B. 8:55 a.m.
C. 8:45 a.m.
C. 8:35 a.m.

17. Circle the answers below that are good questions to ask an employer on your first job interview.

A. Do you offer any training programs?
B. Do you do any activities that support the community?
C. Do you have any educational programs to develop skills?
D. All of the above.

18. "Has he studied at a cosmetology school?" Circle the correct answer.

A. Yes, he studies at a cosmetology school.
B. Yes, he study at a cosmetology school.
C. Yes, he is studied at a cosmetology school.
D. Yes, he's studied at a cosmetology school.

19. What does "N/A" mean on an employment application?

A. Not applicable
B. No answer
C. Not available
D. All of the above

20. What are important things to do when you write an employment application?

A. Answer all of the questions on the form.
B. Write the names of your relatives as references.
C. Use all capital letters when you write.
D. Print your signature.

Name: TEACHER'S COPY Date_____

Pre-Assessment Test: Communication Skills for the Cosmetology Industry

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A. Speak in a strong voice.
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C. Have eye contact.
D. Have a strong handshake.
E. All of the above.

16. If your job interview is at 9:00 a.m., what is the best time to arrive?

A. 9:00 a.m.
B. 8:55 a.m.
C. 8:45 a.m.
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A. Answer all of the questions on the form.
B. Write the names of your relatives as references.
C. Use all capital letters when you write.
D. Print your signature.

Class 2: Social Communication

Objectives:

Students will be able to:

1) Participate as a member of a team
2) Think creatively & express ideas
3) Demonstrate study skills of memorization
4) Communicate information effectively
5) Utilize notebook/journal paper to organize information

Structure/Vocabulary:

Like + infinitive / Like + noun, gerund

Brainstorm, qualities, attitude, journal, log, notes

Review:

Small Talk

Objective #	Activity	Materials/Resources
2)	Brainstorm: Why are you here?	whiteboard, handout "9 Qualities"
1, 2)	Introduce new lesson topic: Small Talk/Free Time Activities	
	Groups, Brainstorm small talk questions	paper for "secretary" of each group to record topics
3)	Present Dialog: drill/memorize	dialog visual - teacher, words covered on transparency
4)	Practice with partner, present to group	Cue words on whiteboard
	Pronunciation, stress	dialog paper - students
	Grammar: Like + verb, Like + noun/gerund	grammar worksheet
5)	Homework	Salon letter, Bluebook journal or Journal Worksheet paper

Class 2: Teacher's Notes

5 **(1) Agenda:** Pass out or write on board, discuss.

30 **(2) Brainstorm: Why Are You Here?**
Review with students why you are teaching this class (a salon owner requested it, she wanted to hire second language speakers, but they needed to have better communication skills). Ask them why they are taking the class. To communicate better to get a job? A Better Job? Manage a salon some day? Own a salon someday? Write on board: **Why are you here?** Tell students to ask their *partner* the question.

Follow up: Call on a students and ask them *what their partner said.* Write on board different responses. Most students will say "to speak better so I can get a job"! (If this is not the case, you will have to play it by ear!)

Tell students, "I see many of you want to get a job." Ask students, **"What are the qualities of a good employee? What kind of person does a salon owner want to hire?** If you are the boss, what do you look for in an employee? Write on board: **Qualities of a Good Employee** Elicit responses and write on board. Tell students that employer surveys list (9) qualities of a good employee. Check the ones on the board that students said according to the list below, and write the additional ones they didn't say:

1) Good quality work
2) Attendance (I come to work every day)
3) Punctuality (I come to work on time)
4) Reliability (You can trust me. If I cannot come to work, I call & tell my employer why I cannot come)
5) Cooperation/Team Work (I work well with my co-workers. I share in groups and give ideas and suggestions.)
6) Good Attitude (good thoughts, feelings, behavior. I am friendly & helpful. I volunteer, ask questions, help others.)
7) Honesty (I am honest about my hours, money, and what I say to others.)
8) Equipment Usage (I keep my work space and tools neat, clean, and safe.)
9) Initiative (I see problems, find solutions, and give ideas on how to make things better. I don't wait for someone else to solve a problem.)

Ask students: Which of these qualities are the same as the **Qualities of a Good Student?** Check the ones that are the same (ALL OF THEM).
Tell students that what they do in this class, they will do on a job. Pass out typed list. Tell students they will practice these things in class, and they will receive awards at the end of class for the ones they can do. These award certificates can be shown to employers on their job interviews.

5 **(3) Review** meaning of Small Talk, discussed in Class #1, friendly conversation and questions to ask customers and co-workers. (Cosmetologists: 15% skill, 85% communication. Part of communication is friendly conversation.)

10 **(4) Introduce** focus of new lesson, small talk questions. Groups of 4 or whole class, brainstorm the kinds of questions/topics that can be talked about to find out more about a new customer and to make friendly conversation (free time activities; weather; sports; movies; current news; jobs; native state; length of time in current city; compliments); followup: elicit from students or groups different questions, write on whiteboard; **elicit inappropriate topics** (religion, politics, age, weight, income); **circle** the topic for today: free time activities & interests.

30 **(5) Dialog.** The dialog presentation, practice, and future application will follow the same format throughout the course.

a. Show visual on transparency, with all words covered by post-it notes.

b. Ask questions & elicit answers about the picture. Where are these people? (beauty salon.) Who are these people? (customer & stylist.) What free time interest do you think they are talking about? (flowers, gardening, plants.)

c. Ask students to listen for the customer's free time activity and more information about it. Write on board the 2 things to listen for: free time activity - more information

d. Teacher repeats dialog 2 or 3 times, and asks students for above answers. (Only teacher has paper.)

e. Comprehension check: What question does the stylist ask, to find out more information? (What kind of....) Discuss with students how important it is to ask "wh" questions, or conversation will stop! Elicit more "wh" questions to ask, to continue conversation (when/how/where/who/etc.)

f. Teacher drills dialog several times: **repeat after me**. Tell students to try to **memorize/remember** the dialog.

g. Teacher = A; Students = B; Students A, Teacher B;

h. 1/2 class = A, 1/2 = B; then, reverse it.

i. Write "cue words" on board:

A. Tell me.... What do.....?

B. Really? What kind of....?

A. I like....

B. Oh, that....

j. Pair students (different countries if possible), have them practice dialog, with cue words on board. Give them several minutes to practice.

k Ask for volunteers to present dialog.

l. Pass out dialog to students.

m. Drill pronunciation, elicit syllable numbers for words (how many syllables does this word have?), model stress with accent marks or dots on transparency to signify strongest syllable (what number is the strongest, stressed syllable that we say the loudest?).

25 (6) Grammar: Like + infinitive / Like + noun, gerund
Elicit from students the 2 forms they see after the verb *like*, give additional examples, pass out paper, volunteers put answers on board.

15 (7) Homework.
Students are to visit a salon of their choice before the next class. Their assignment is to "listen" to salon personnel talk to customers, take notes, and write down any small talk/friendly conversation topics they hear. They should also write down any new words they don't understand or have trouble pronouncing.

Pass out Salon Owner/Manager Permission letter.

Pass out Journal Logs, small "blue book" type booklets that students can take notes in and record findings, and which teacher can periodically collect, read and comment on; an alternative to the log booklet is enclosed, the "journal log" paper.

Tell students to dress as they would for a job interview, and elicit appropriate clothing.

9 QUALITIES OF A GOOD EMPLOYEE/GOOD STUDENT

1) Good quality work

2) Attendance (I come to work/school every day)

3) Punctuality (I come to work/school on time)

4) Reliability (You can trust me. If I cannot come to work/school, I call & tell my employer/teacher why I cannot come)

5) Cooperation/Team Work (I work well with my co-workers/classmates. I share in groups and give ideas and suggestions.)

6) Good Attitude (good thoughts, feelings, behavior. I am friendly & helpful. I volunteer, ask questions, help others.)

7) Honesty (I am honest about my hours/attendance sheet, money, and what I say to others.)

8) Equipment Usage (I keep my work space/school desk and tools neat, clean, and safe.)

9) Initiative (I see problems, find solutions, and give ideas on how to make things better. I don't wait for someone else to solve a problem.)

Getting to Know Your Customers & Co-Workers: Free Time Activities

grow flowers
roses and daisies

A. Tell me a little about yourself. What do you <u>like to</u> do in your free time?

B. Well, I <u>like to</u> grow flowers in my garden.

A. Really? <u>What kind of</u> flowers do you <u>like to</u> grow?

B. I <u>like</u> growing roses and daisies.

A. Oh, that sounds interesting.

Grammar: What Do You Like to Do In Your Free Time?

1) The verb **like** can be followed by a verb in the infinitive form (to + verb).

I	like **to watch** T.V.	He	likes **to swim.**
We	like **to grow** flowers.	She	likes **to sew** clothes.
You	like **to play** soccer.	It	likes **to exercise.**
They	like **to go** to the movies.		

2) The verb **like** can also be followed by a noun or a gerund (verb + ing).

I	like **T.V.**	He	likes **swimming.**
We	like **watching** T.V.	She	likes **shopping.**
You	like **flowers.**	It	likes **exercising.**
They	like **growing** flowers.		

Practice: *Write the words in the sentences below. Use **like to** or **likes to** if you see a verb. Use **like** or **likes** if you see a noun or gerund.*

1) He _____ sports.
2) I _____ swim.
3) They _____ dancing & singing.
4) She _____ cook Chinese food.
5) I _____ studying foreign languages.
6) We _____ tennis.
7) I _____ rollerblading.
8) She _____ playing volleyball.
9) They _____ exercise at the gym.
10) You _____ play basketball.

What about you? Finish the sentence below about yourself.

11. I like to _____ and I like _____ in my free time.

W.Rader/WpLRC
SDCCD/97

Dear Salon Owner/Manager:

This letter is to introduce _____,
a student who is taking a class at the community college called *VESL Communication Skills for the Cosmetology Industry.* In order for this student to improve in the English communication skills that are so important in your industry, we have asked our students to do the homework of visiting salons in the area, quietly sitting in the waiting area, and "listening" for different topics we have assigned in class.

We would greatly appreciate your kind permission in allowing this student to visit your salon on occasion, for brief "listening" periods. And, should you need extra "volunteer" help on a busy day, please don't hesitate to ask this willing volunteer!

Our community college course is being provided to limited English speakers to assist them in good speaking, listening, pronunciation, and grammar skills, in order to increase their opportunities of employment in the cosmetology field. We hope thus to be of service to salons, too, by providing a larger pool of qualified job applicants.

Thank you for your assistance to this student. Please don't hesitate to call me if you have any questions.

Sincerely,

Instructor
VESL Communication Skills
for the Cosmetology Industry

Journal Log Your Name: _____

Topic: _____

Date of Visit: _____

Salon Name, Address: _____

Owner/Manager's Name: _____

Telephone Number: _____

Employees' Names: _____

Listening Notes:

New Vocabulary Words:

Class 3: Social Communication

Objectives:

Students will be able to:

1) Participate as a member of a team
2) Demonstrate study skill of memorization
3) Communicate information effectively
4) Demonstrate ability to use critical thinking skills & apply them in new situations
5) Demonstrate basic writing/spelling skills

Objective #	Activity	Materials/Resources
1)	Groups:Review Homework/Salon Visit	Discussion topics-whiteboard
	Review dialog	Teacher transparency visual
2)	Presentation: dialog substitutions	Teacher transparency
3)	Pair practice, volunteers present	Worksheet
4, 5)	Application: write new dialogs	Worksheet
5)	Vocabulary/Spelling Words	Worksheet

Class 3: Teacher's Notes

5 **(1) Agenda**: pass out or write on board, discuss

30 **(2) Review Homework/Salon Visit**
Groups of 4: Discussion. Teacher writes questions on board to talk about:

Salon Name? Conversation Topics? New Vocabulary Words?

Followup: Teacher elicits names of salons visited, students' impressions, small talk topics, vocabulary words, writes on whiteboard

5 **(3) Review dialog, Class #2**
Teacher shows transparency, words covered, volunteers present, check pronunciation/stress. Tells students objective for today, to practice speaking about other free time activities.

15 **(4) Presentation: Dialog Substitutions**
Show different situations on transparency, elicit dialog from students, check comprehension.

20 **(5) Pair Practice, Volunteers Present**
Hand out paper, pairs practice for several minutes, volunteers present. The faster ones will be able to do this with no paper (teacher shows the visual only on the transparency), while the slower ones will probably use the paper and cue words.

30 **(6) Application**
Pairs write new dialogs about themselves. Both write the same dialogs & write their names on the papers. Teacher collects, reviews & checks grammar & spelling, returns to partners at next class for evaluation stage of lesson.

15 **(7) Vocabulary/Spelling Words**
Hand out list to students and tell them they will have a spelling test & dictation practice at the next class. Advise them to write the words 4 or 5 times and practice them at home. Drill pronunciation, syllables, stress.

Practice: Free Time Activities

A. Tell me a little about yourself. What do you like to do in your free time?

B. Well, I like to _____.

A. Really? What kind of _____?

B. I like _____.

A. Oh, that sounds interesting.

1. exercise.
   swimming.

2. read books.
   reading travel books.

3. sew clothes.
   sewing dresses & skirts.

4. watch T.V.
   nature programs.

5. listen to music.
   country & western.

6. go to the movies.
   comedies.

Small Talk: ***with customers, co-workers, and friends***

Write two conversations with your partner, talking about your own free time interests and activities. Write the same conversations on both papers. Then, practice the conversations together. At the next class, you and your partner will present one of the conversations for the class.

Write both your names on this paper: _____and _____

A. Tell me _____.

What do you _____?

B. Well, I like to _____.

A. Really? What kind of _____?

B. I like _____.

A. Oh, _____.

A. Tell me _____.

What do you _____?

B. Well, I like to _____.

A. Really? What kind of _____?

B. I like _____.

A. Oh, _____.

Vocabulary & Spelling Words

1. customers _____
2. co-workers _____
3. free time _____
4. activities _____
5. small talk _____
6. friendly _____
7. conversation _____
8. communication _____
9. important _____
10. ask _____
11. questions _____
12. like/likes _____
13. interests _____
14. kind _____
15. flowers _____
16. garden _____
17. grow/growing _____
18. exercise/exercising _____
19. music _____
20. watch/watching _____
21. movies _____
22. read/reading _____
23. listen/listening _____
24. swim/swimming _____

Class 4: Social Communication

Objectives:

Students will be able to:

1) Communicate information effectively
2) Listen and evaluate information
3) Utilize test taking skills
4) Demonstrate basic writing/spelling/grammar skills
5) Evaluate & correct writing/paragraphs
6) Evaluate & prioritize school/workplace goals

Objective #	Activity	Materials/Resources
1)	Partners: dialog practice	Corrected dialogs
2)	Presentation & Evaluation: Dialogs	Listening Worksheet
3, 4)	Spelling & Dictation	Lined paper
5)	Correct dictation	One dictation copy, whiteboard
6)	9 Qualities Checklist	Handout

Class 4: Teacher's Notes

5 (1) **Agenda**: pass out or write on board, discuss

15 (2) **Pair practice:** corrected dialogs

5 (3) **Listening Worksheets**
Pass out and explain that while pairs present dialog, other students will listen and write down 2 things: the "free time" activity and more information about the activity. Tell students if they do not understand any information in the conversation they hear, they may ask students to "repeat the conversation, speak louder, spell the word, etc." Teacher may followup on first dialog with class, but sit down after that and let students give feedback & evaluation of the listening items.

30 (4) **Present dialogs**
Student pairs come to front of room, no papers if possible.
Stress the need for eye contact, smiling, strong voice, good posture.
When a pair has finished a dialog (usually they may have to repeat it several times in response to questions by the class), teacher may lead off "clapping" and ask for 2nd pair to come forward.

35 (5) **Spelling and dictation**
Pass out paper and tell students you will dictate spelling words (randomly). Students number their paper, 1-24.
At completion of spelling test, students turn papers over and teacher dictates the paragraph dictation. Before dictating, teacher should elicit what a paragraph is (many sentences, one idea.) Teacher reminds students to indent and to begin sentences with a capital letter, end with a period. (It may be advisable to visually show students what a paragraph "looks like", either by writing a few sentences on the board or showing them a large print paragraph from a reading book.) Students hand in papers after dictation.

20 (6) **Correct dictation**
Give copy of dictation to one student, and ask for volunteer to come to white-board. Student reads first sentence of dictation, volunteer writes on whiteboard. Dictation paper is passed to another student to read 2nd sentence, a new volunteer comes to whiteboard to write it. Continue until finished. Teacher comes to whiteboard and asks students to read first sentence, then asks, "Is it okay?" Students tell teacher the corrections to make.

10 (7) **Evaluate & Prioritize School/Workplace Goals**
Tell students, "We have finished our topic of social communication & will begin a new topic at the next class. Now is the time to think about what we have done in class and what we want to do over the next two weeks." Hand out evaluation worksheet.

Small Talk: Free Time Activities

Listen to your classmates' conversations. Write down the free time activity you hear and more information about it.

1. He/she likes _____
   What kind? _____
2. He/she likes _____
   What kind? _____
3. He/she likes _____
   What kind? _____
4. He/she likes _____
   What kind? _____
5. He/she likes _____
   What kind? _____
6. He/she likes _____
   What kind? _____
7. He/she likes _____
   What kind? _____
8. He/she likes _____
   What kind? _____
9. He/she likes _____
   What kind? _____
10. He/she likes _____
    What kind? _____
11. He/she likes _____
    What kind? _____
12. He/she likes _____
    What kind? _____
13. He/she likes _____
    What kind? _____

Dictation

Good communication in a salon is very important. Friendly conversation about free time activities helps you get to know customers and co-workers. It's a skill to make small talk and ask questions. Some people like to read, swim, or grow flowers. Other people like listening to music, watching T.V., exercising, or movies. The best salon workers know a lot about customers and what kind of interests they have.

Dictation

Good communication in a salon is very important. Friendly conversation about free time activities helps you get to know customers and co-workers. It's a skill to make small talk and ask questions. Some people like to read, swim, or grow flowers. Other people like listening to music, watching T.V., exercising, or movies. The best salon workers know a lot about customers and what kind of interests they have.

Dictation

Good communication in a salon is very important. Friendly conversation about free time activities helps you get to know customers and co-workers. It's a skill to make small talk and ask questions. Some people like to read, swim, or grow flowers. Other people like listening to music, watching T.V., exercising, or movies. The best salon workers know a lot about customers and what kind of interests they have.

What did you do in the last two weeks? Put a (✓) next to the things you did well.

9 QUALITIES OF A GOOD EMPLOYEE/GOOD STUDENT

____ 1) Good quality work

____ 2) Attendance (I come to work/school every day)

____ 3) Punctuality (I come to work/school on time)

____ 4) Reliability (You can trust me. If I cannot come to work/school, I call & tell my employer/teacher why I cannot come)

____ 5) Cooperation/Team Work (I work well with my co-workers/classmates. I share in groups and give ideas and suggestions.)

____ 6) Good Attitude (good thoughts, feelings, behavior. I am friendly & helpful. I volunteer, ask questions, help others.)

____ 7) Honesty (I am honest about my hours/attendance sheet, money, and what I say to others.)

____ 8) Equipment Usage (I keep my work station/school desk and tools neat, clean, and safe.)

____ 9) Initiative (I see problems, find solutions, and give ideas on how to make things better. I don't wait for someone else to solve a problem.)

Now, finish the sentence below: Write your goals for the next two weeks.

In the next two weeks, I will _____

_____

_____.

Class 5: Understanding Instructions: Repetition/Confirmation

Objectives:

Students will be able to:

1) Initiate a conversation
2) Repeat and confirm instructions
3) Indicate understanding
4) Ask questions
5) Demonstrate study skill of memorization
6) Communicate information effectively
7) Participate as a member of a team

Vocabulary

instructions, repeat, repetition, confirm, confirmation, check back, I've got it, I'd like, you'd like, layered

Review

Small talk, spelling & dictation

Objective #	Activity	Materials/Resources
1)	Small Talk: Weekend Activities	Interview grid handout
	Return Spelling & Dictation	Corrected dictations, handout of typed dictation
2, 3, 4, 5)	Introduce, present dialog	Dialog visual - teacher
6)	Practice with partner, present to group	Cue words on board
	Pronunciation, stress, substitutions	dialog paper - students
7)	Vocabulary/Spelling Game	Words on whiteboard

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Class 5: Teacher's Notes

5 (1) **Agenda**: pass out or write on board, discuss.

30 (2) **Review/Elicit:** We've talked about Small Talk for free time interests & other topics. What's the biggest conversation topic after a weekend? You're right! Weekend activities. List on board:

1) HOW was your weekend? 2) WHAT did you do? Drill questions, stress, reduced speech (didja = did you). Ask several students question (1) and list on board various answers (great, fun, okay, not so good, terrific, terrible, wonderful, etc.) Keep asking "what else can we say?" until they run out of answers.

Ask question (2) and write regular past tense verbs on board, listing "ed" verbs in 3 columns, without headings, i.e.:

walked	listened	skated
cooked	cleaned	visited

Elicit what is the same about the verbs in each column, then add column headings (t, d, id) and drill verb endings.

Hand out worksheet. Students talk to 5 different people.

Follow-up. Who did you talk to? What did that person do?

10 (3) **Return Spelling/Dictations.** Teacher has corrected them, with number wrong for spelling and comments: 100%/outstanding, Excellent, Very Good, Good, Okay, etc. On the dictation side of sheet, mistakes should be underlined, not corrected.

Pass out typed dictation copies and tell students to review & correct them at home. Go over common mistakes.

15 (4) **Introduce** new topic: Understanding Instructions: Repetition/ Confirmation.

At home, at work, people will always ask us to do things. For example, *(turn to a student in class and say, quickly): Please take the attendance sheet to Mrs. Fox right away, she's in Building 202, room 7.*

Ask students if they remember everything you said: attendance sheet - Mrs. Fox - Building 202 - Room 7. Elicit answers: when people tell you many things to do, how do you remember what they say?

List on board possible responses: Repeat back/repetition; Ask a question; Confirm/check back (Right? Correct?). In a beauty salon, what is the first thing you will say to a customer after you say hello and they sit down? (What would you like today?)

20 **(5) Present** Dialog Visual, words covered. (See Class #2 for steps and followup in dialog presentation. Ask students to listen for:

1) What does the customer want? Repeat dialog several times. List answers on board: trim; cut (how much?); layered

Ask students to listen for:

2) How does the stylist remember the 3 things the customer wants? What does s/he say? What words do you remember? Repeat dialog, list words on board.

Comprehension check, drill, repetition, cue words on board.

15 **(6) Pair Practice** (no papers), **Volunteers Present.**

15 **(7) Hand out** dialog paper, drill pronunciation, different practice options. Students practice with a new partner, using substitutions at bottom of paper.

10 **(8) Game.** ***Find the little words.*** Tell students this is a vocabulary, spelling game. Ask: "How many small words can you find in this long word?" Write the word ***layered*** on the board and elicit words: real, red, lay, a, day, etc. Divide class in 1/2, team A-B, call for 2 volunteers to come up and tell them they will have 3 minutes to write as many words as they can from two new words you will write. Their team can shout out words.

Write two new words: <u>Understanding</u> <u>Instructions</u>

Play game, ring bell after 3 minutes, check spelling & count words.

Small Talk: Weekend Activities

Stand up, walk around the room, and talk to 5 people. Write short answers.

What's your name?	**How** was your weekend?	**What** did you do?

Small Talk: Weekend Activities

Stand up, walk around the room, and talk to 5 people. Write short answers.

What's your name?	**How** was your weekend?	**What** did you do?

Understanding Instructions: "What Would You Like Today?"

A. Hello, _____. I'm _____.
Please have a seat.

B. Thank you.

A. **What would you like today?**[1]

B. I'd like <u>a trim.</u>
I'd like <u>it cut about a half inch.</u>
And I'd like <u>the top layered.</u>

A. Okay. You'd like <u>a trim.</u>
You'd like <u>it cut about a half inch</u>. **Is that right?**[2]

B. That's right.

A. And then you'd like.....umm. **Could you repeat the last part?**[3]

B. Yes. I'd like <u>the top layered.</u>

A. <u>The top layered.</u> **I've got it.**[4]

PRACTICE:

1 What can I do for you today?

2 Is that correct?

3 Could you say that again?

4 I see.
I understand.

Class 6: Understanding Instructions: Repetition/Confirmation

Objectives:

Students will be able to:

1) Repeat and confirm instructions
2) Indicate understanding
3) Ask questions
4) Demonstrate study skill of memorization
5) Communicate information effectively
6) Utilize notebook/journal paper to organize information

Structure/Vocabulary

Would like/contractions for polite requests

trim/trimmed, clean up, body permanent, blow-dried straight, loose wave, smooth line

Review

Small talk, spelling & dictation

Objective #	Activity	Materials/Resources
1-5)	Review dialog	Teacher transparency visual
	Structure: would like	Worksheet
1-5)	Presentation: dialog substitutions	Teacher transparency
1-5)	Pair practice, volunteers present	Worksheet
6)	Homework	Bluebook journal or worksheet paper, salon letter
	Vocabulary/Spelling Words	Worksheet

Class 6 : Teacher's Notes

5 (1) **Agenda**: pass out or write on board, discuss.

5 (2) **Review dialog, Class #5.**
Teacher shows transparency visual, volunteers present, check pronunciation, stress.

40 (3) **Grammar: would like.**
Preteach: write on board: *I want a trim.* *I'd like a trim.*
Elicit: What does *I'd* mean? What's the difference between the two sentences above? (They mean the same, but *I'd* is more polite.)
Elicit contractions. Ask: is there an "s" on the verb?

Hand out worksheet, discuss directions, vocabulary words (*blow-dried straight*, this is when a round brush is used for a looser curl/wave, *clean up:* men ask for this. It's a trim around the ears and neck).

Students write answers, volunteers put on whiteboard.

Oral Follow-up: Teacher asks students at random:

1) Who's hungry now? What would you like to eat? (I'd like.....)
2) Who's thirsty? What would you like to drink?
3) What would you like to do after class today?
4) What would you like to do this evening?

Conversation Practice: Teacher writes these questions on the board:

1) What country would you like to visit someday? Why?
2) What city would you like to visit in the U.S. someday? Why?
3) What new language would you like to learn someday? Why?

Partners ask each other the questions, teacher followup with whole class.

20 (4) **Presentation: Dialog Substitutions**
State objective for today: to listen to more instructions, practice repetition, confirmation, asking questions. Show different instructions on transparency, elicit dialog, check comprehension.

20 (5) **Pair Practice, Volunteers Present** (See class #3, instructions)

15 (6) **Salon Homework**
Ask students to get out their bluebook journal logs, or pass out a new worksheet (class 2). Write topic: *Understanding Instructions.*
Assignment: visit a salon (you may have to hand out more "Salon Owner/Manager Permission Letters" if students want to visit a new salon.) State assignment:

a) Listen for words stylists use to ask customers what they would like.

b) Listen for instructions customers give. (Do they want a trim? a perm?)

c) Listen for the words stylists use to check back, confirm instructions.

d) Write down new vocabulary words and take notes on above.

15 (7) Vocabulary/Spelling Words

Hand out new list to students. Tell students they will have one week to study list, but to do the salon homework right away.

Understanding Instructions: What Would You Like Today?

A. Hello, _____. I'm _____.
Please have a seat.

B. Thank you.

A. **What would you like today?**

B. I'd like _____.
I'd like _____.
And I'd like _____.

A. Okay. You'd like _____.
You'd like _____. **Is that right?**

B. That's right.

A. And then you'd like.....umm. **Could you repeat the last part?**

B. Yes. I'd like _____.

A. _____. **I've got it.**

1) • a clean up around my ears & neck.
• my beard cut.
• my mustache trimmed.

2) • a trim.
• it blow-dried straight.
• the round brush.

3) • a body permanent.
• it cut a little shorter on the sides.
• a manicure when I'm under the dryer.

4) • a soft perm.
• a very loose wave.
• a smooth line.

Remember: When a customer tells you many things to do, repeat back, confirm the instructions, and ask questions to make sure you understand.

Grammar: Would Like

a) I want a trim. b) I would like a trim.	(a) and (b) have the same meaning, but ***would like*** is more polite than ***want.***
c) ***I would like*** ***You would like*** ***She would like*** the top layered. ***He would like*** ***We would like*** ***They would like***	Notice that in (c): • There is not a final **s** on would. • There is not a final **s** on the verb like.
d) CONTRACTIONS ***I'd*** = ***I would*** ***you'd*** = ***you would*** ***she'd*** = ***she would*** ***he'd*** = ***he would*** ***we'd*** = ***we would*** ***they'd*** = ***they would***	***Would*** is usually contracted to 'd when we speak.
e) Would + Subject + Like What ***would*** you ***like*** today?	In a question, ***would*** comes before the subject.

Practice: Change the sentences by using ***'d***, the contraction of **would like.**
Example: I want a trim. *I'd like a trim.*

1) I want the top layered. _____.
2) You want it cut about a half inch. _____.
4) You want your beard cut. _____.
5) You want it blow-dried straight. _____.
6) I want a body permanent. _____.
7) You want your mustache trimmed. _____.
8) You want a clean up around your ears. _____.
9) I want a soft perm. _____.
10) She wants a very loose wave. _____.

Vocabulary & Spelling Words

1. instructions _____
2. repeat/repetition _____
3. confirm/confirmation _____
4. check back _____
5. would like _____
6. I'd like _____
7. You'd like _____
8. Is that right? _____
9. correct _____
10. I've got it _____
11. trim/trimmed _____
12. layered _____
13. clean up _____
14. beard _____
15. mustache _____
16. body _____
17. permanent _____
18. blow-dried _____
19. straight _____
20. manicure _____
21. loose wave _____
22. smooth line _____
23. brush _____

Class 7: Understanding Instructions: Repetition/Confirmation

Objectives:

Students will be able to:

1) Participate as a member of a team
2) Demonstrate ability to use critical thinking skills & apply them in new situations
3) Demonstrate basic writing/spelling/grammar skills
4) Demonstrate study skills of memorization

Objective #	Activity	Materials/Resources
1)	Groups: Homework/salon visit	Discussion topics-whiteboard
	Review: dialog substitutions	Teacher transparency
2, 3)	Application: write new dialogs	Worksheet
4)	Crossword Puzzle Review	Clue sheet, crossword grid, small prizes

Class 7: Teacher's Notes

5 (1) Agenda: pass out or write on board, discuss.

30 (2) Review Homework/Salon Visit
Groups of 4: Discussion. Teacher writes questions on board to talk about:

Salon Name Customer Instructions Stylist Words to Understand/Confirm

New Vocabulary Words

Followup: Teacher elicits answers, writes on whiteboard, new word discussion

15 (3) Dialog Substitution Review.
Teacher calls on students to review substitutions.

30 (4) Application: Dialogs.

Student pairs write new dialogs. Encourage students to use salon notes of what they heard in salon. Teacher collects dialogs, corrects, and returns at next class.

40 (5) Crossword Puzzle Review

Tell students that puzzles are a good way to practice spelling, review previous studies.

Groups of 4 work together, with 1 or 2 clue papers per group, crossword grid for each student. Encourage students to help those who were absent. Give prize (small pencils, pens, or candy) to group that finishes first, correctly.

Understanding Instructions: *Repetition/Confirmation*

Write two conversations with your partner, between a stylist & a customer. Give instructions. Write the same conversations on both papers. At the next class you & partner will present one of the conversations for the class.

Write both your names on this paper: _____and _____

A. Hello, _____. I'm _____.
Please have a seat.

B. Thank you.

A. **What would you like today?**

B. I'd like _____.
I'd like _____.
And I'd like _____.

A. Okay. You'd like _____.
You'd like _____. **Is that right?**

B. That's right.

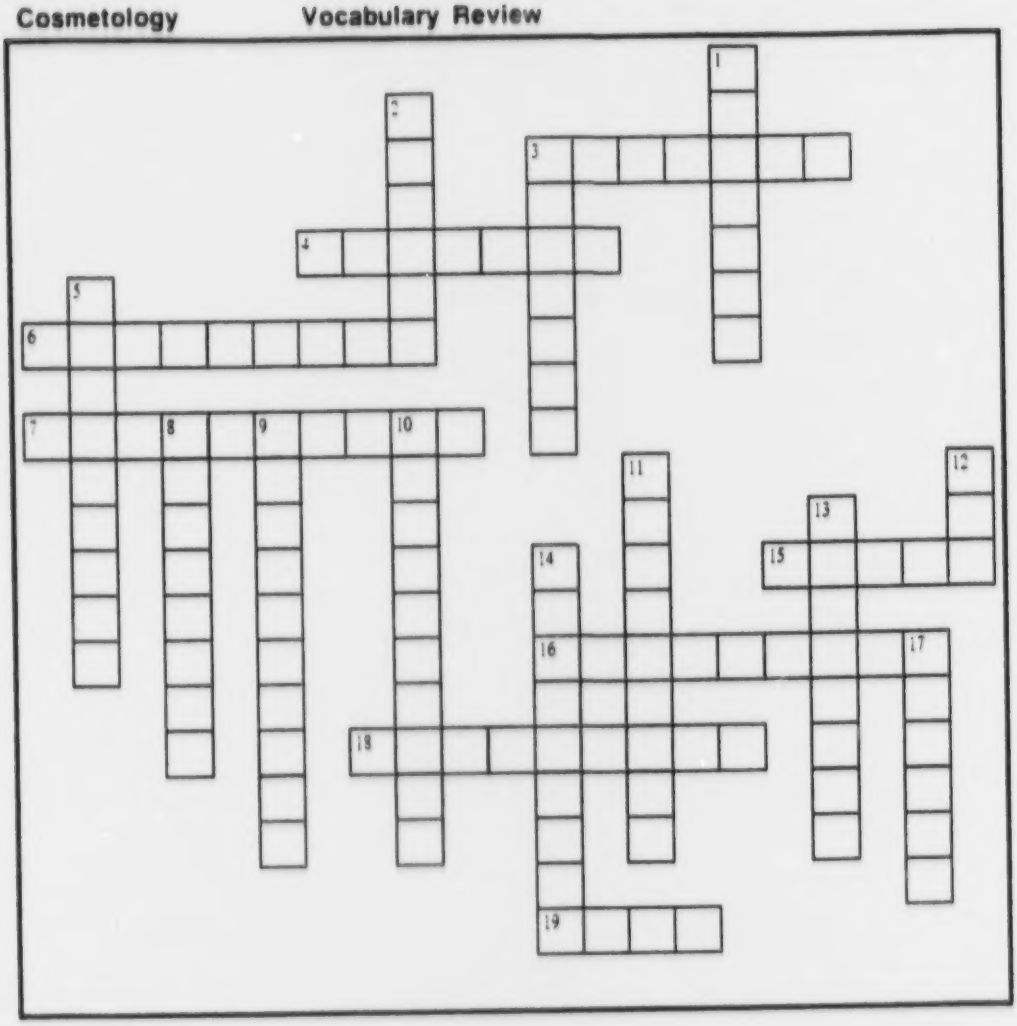
A. And then you'd like.....umm. **Could you repeat the last part?**

B. Yes. I'd like _____.

A. _____. **I've got it.**

***

Cosmetology **Vocabulary Review**



Cosmetology Vocabulary Review-CLUES

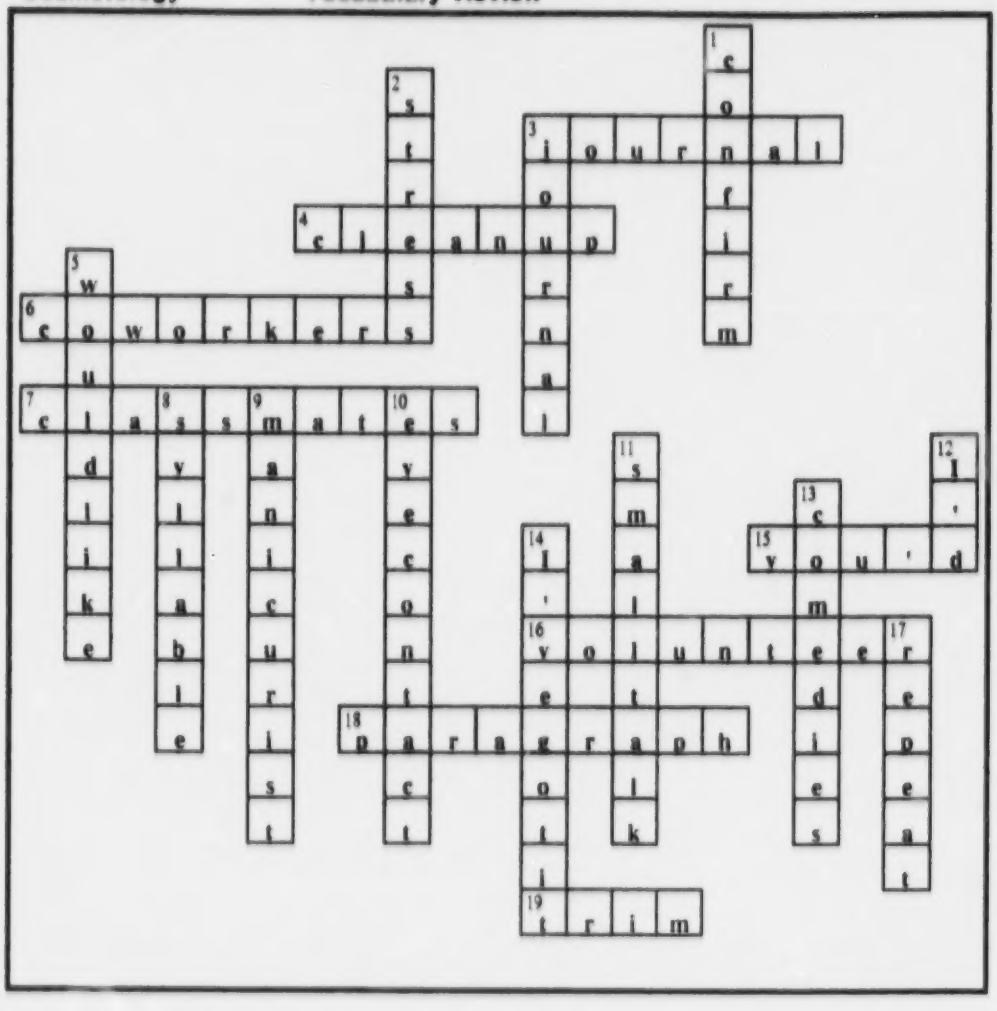
ACROSS

3 book or paper with notes of what you hear
4 trim around men's ears and neck
6 people you work with
7 people you study with in a class
15 contraction: you would
16 a person who works without pay
18 many sentences, one idea
19 a small haircut

DOWN

1 verb: to check back
2 verb: to say louder
3 book or paper with notes of what you hear
5 two polite words that mean "want"
8 part of a word that has a vowel
9 person who has a license to work on nails
10 when you talk to someone and look at their eyes, you have _____
11 friendly conversation
12 contraction: I would
13 popular kind of movies
14 I understand
17 verb: to say again

Cosmetology **Vocabulary Review**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12 l '
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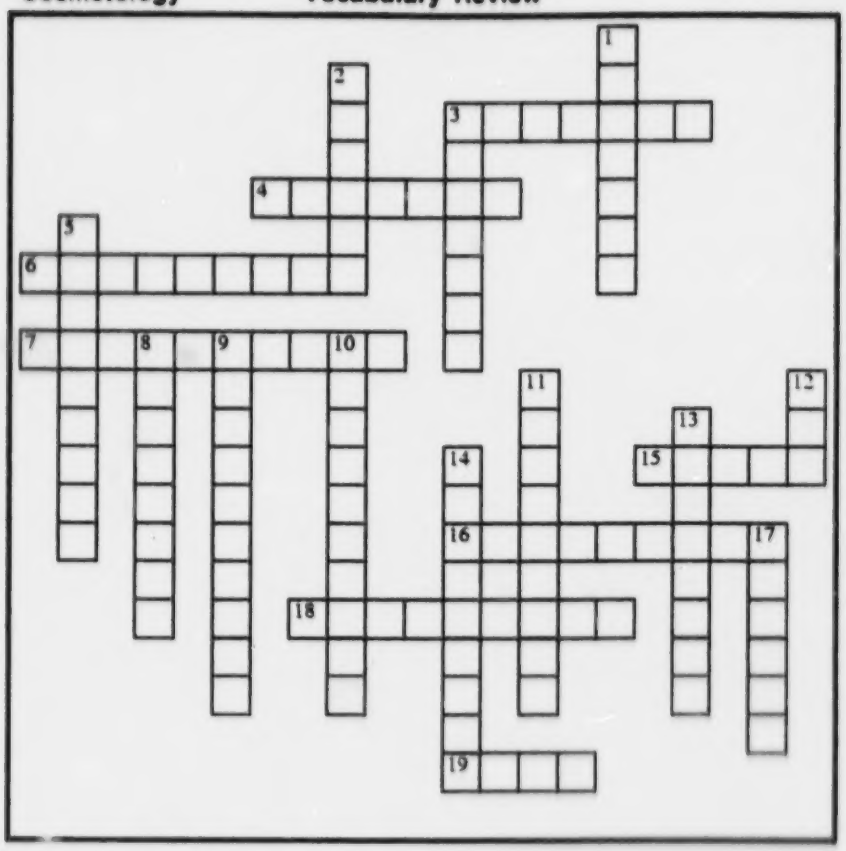
Cosmetology **Vocabulary Review**



ROSS

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17 verb: to say again

Class 8: Understanding Instructions: Repetition/Confirmation

Objectives:

Students will be able to:

1) Communicate information effectively
2) Listen and evaluate information
3) Utilize test taking skills
4) Demonstrate basic writing/spelling/grammar skills
5) Evaluate & correct writing/paragraph
6) Evaluate & prioritize school/workplace goals

Objective #	Activity	Materials/Resources
1)	Partners: dialog practice	Corrected dialogs
2)	Presentation & Evaluation: Dialogs	Listening Worksheet
3, 4)	Spelling & Dictation	Lined paper
5)	Correct dictation	One dictation copy, whiteboard
6)	9 Qualities Checklist	Handout

Class 8: Teacher's Notes

5 (1) **Agenda**: pass out or write on board, discuss

15 (2) **Pair practice:** teacher returns corrected dialogs

5 (3) **Listening Worksheets** (see Class #4, Teacher's Notes)
Pass out listening worksheets. Students are to listen for the customer's instructions.

30 (4) **Present dialogs** (see Class #4, Teacher's Notes

35 (5) **Spelling and dictation** (Class #4, Teacher's Notes)

20 (6) **Correct dictation** (Class #4, Teacher's Notes)

10 (7) **Evaluate & Prioritize School/Workplace Goals** (Class #4)

Understanding Instructions: Repetition/Confirmation

Listen to your classmates' conversations. Write down the customer's instructions.

1. He/she'd like _____
   _____.
2. He/she'd like _____
   _____.
3. He/she'd like _____
   _____.
4. He/she'd like _____
   _____.
5. He/she'd like _____
   _____.
6. He/she'd like _____
   _____.
7. He/she'd like _____
   _____.
8. He/she'd like _____
   _____.
9. He/she'd like _____
   _____.
10. He/she'd like _____
    _____.
11. He/she'd like _____
    _____.
12. He/she'd like _____
    _____.
13. He/she'd like _____
    _____.

Dictation

Understanding a customer's instructions isn't easy. Good listeners repeat back what they hear. They also confirm words to make sure they are correct. They ask questions, too.

When a customer asks for a loose wave, the stylist can say, "You'd like a loose wave, is that right?" Repetition and confirmation are important in conversation, so there are no problems later. Don't be afraid to check back until you can say, "I've got it."

Dictation

Understanding a customer's instructions isn't easy. Good listeners repeat back what they hear. They also confirm words to make sure they are correct. They ask questions, too.

When a customer asks for a loose wave, the stylist can say, "You'd like a loose wave, is that right?" Repetition and confirmation are important in conversation, so there are no problems later. Don't be afraid to check back until you can say, "I've got it."

What did you do in the last two weeks? Put a (√) next to the things you did well.

9 QUALITIES OF A GOOD EMPLOYEE/GOOD STUDENT

____1) Good quality work

____2) Attendance (I come to work/school every day)

____3) Punctuality (I come to work/school on time)

____4) Reliability (You can trust me. If I cannot come to work/school, I call & tell my employer/teacher why I cannot come)

____5) Cooperation/Team Work (I work well with my co-workers/classmates. I share in groups and give ideas and suggestions.)

____6) Good Attitude (good thoughts, feelings, behavior. I am friendly & helpful. I volunteer. ask questions, help others.)

____7) Honesty (I am honest about my hours/attendance sheet, money, and what I say to others.)

____8) Equipment Usage (I keep my work station/school desk and tools neat, clean, and safe.)

____9) Initiative (I see problems, find solutions, and give ideas on how to make things better. I don't wait for someone else to solve a problem.)

Now, finish the sentence below: Write your goals for the next two weeks.

In the next two weeks, I will _____

_____

_____.

Class 9: Consultation: Advising, Suggesting, and Recommending

Objectives:

Students will be able to:

1) Give compliments
2) Ask for suggestions
3) Give advice/recommendations
4) Demonstrate study skill of memorization
5) Communicate information effectively
6) Describe features using adjectives

Structure/Vocabulary

Adjectives, nouns

compliments, suggest/suggestions, feature, emphasize, recommend/recommendations, advise, terrific, consultation

Review

Spelling & dictation, small talk

Objective #	Activity	Materials/Resources
	Return Spelling & Dictation	Corrected dictations, handout of typed dictation
1)	Small Talk: Compliments	Whiteboard
1, 2, 3, 4, 5)	Presentation: Dialog	Dialog visual - teacher
	Practice with partner, present to group	Cue words on board
	Pronunciation, stress, substitutions	Dialog paper - students
6)	Grammar: Adjectives & nouns	Worksheet

Class 9: Teacher's Notes

5 (1) **Agenda**: pass out or write on board, discuss.

10 (2) **Return Spelling/Dictations.** Teacher has corrected them, with number wrong for spelling and comments: 100%/outstanding, Excellent, Very Good, Good, Okay, etc. On the dictation side of sheet, mistakes should be underlined, not corrected.

Pass out typed dictation copies and tell students to review & correct them at home. Go over common mistakes.

30 (3) **Introduce:** We've talked about Small Talk for getting to know customers & co-workers. We've talked about free time activities, weekends, sports, weather, and other topics to begin a friendly conversation. Today I want to practice a new topic, another way to talk to people:

What's the word? What's the topic? (Teacher puts 11 blanks on the board and elicits letters from students: C O M P L I M E N T S

(This is like hangman. If a student says "w", say no, and write "w" underneath the lines. Students get 5 wrong letters and teacher wins.)

COMPLIMENTS. That's right. What are compliments? (Nice things that people say about you.) We give compliments for many reasons: to be friendly and talk to people, and when we make suggestions to customers, we often give compliments about a certain feature we want to "emphasize" or highlight.

Teacher turns to a student and says:
"That's a beautiful (ring, necklace, sweater,bracelet, etc.)
Where did you get it?"

(Student responds).

Teacher: **It's beautiful!**

Student: Thank you.

Teacher gives several compliments to other students. Teacher asks students, "When I said something nice about you, something that I liked, how did you feel?"

Followup: we usually feel happy, good, pleased. When we want to make conversation, we can always find something nice to say about someone. When we advise or make suggestions to a customer, we can always begin with a compliment. For example, if a customer wants a new hair style, we can look for something nice about them, a good *feature*, and suggest something that will make that feature be important.

Let's try a few compliments. **Teacher writes on board:**

A. That's a nice _____. Where did you get it?

B. _____.

A. It's beautiful.

B. Thank you.

Teacher models (A) with several students. Then, teacher (B), elicits from students a compliment about herself/himself.

Teacher asks students to stand up, talk to 4 people, and give compliments.

20 **(4) Present** Dialog Visual, words covered. (See Class #2 for steps and followup in dialog presentation.) Ask students to listen for:

1) What does the customer want?

2) What compliment does the stylist give the customer?

Comprehension check, drill, repetition, cue words on board.

15 **(5) Pair Practice** (no papers), **Volunteers Present.**

10 **(6) Hand out** dialog paper, drill pronunciation, different practice options. Students practice with a new partner, using substitutions at bottom of paper.

30 **(7) Grammar:** Adjectives

Can You Suggest Something Different?

A. What can I do for you today?

B. I'm tired of my hair style. **Can you suggest**[1] something different?

A. Well, you've got great eyes!

B. Thank you.

A. **I'd suggest**[2] a style to emphasize them. **What do you think?**[3]

B. All right.

A. Here's what **I'd recommend**[2], and I'll tell you why.....

PRACTICE:

1 Can you recommend

2 I'd advise
I'd recommend
I'd suggest

3 How does that sound?
What do you think?

Adjectives

1. An **adjective** is a word that describes or tells more about a **noun** (the name of a person, place, or thing). In English, an adjective usually comes before a noun or after a verb.

   Example: You've got a *nice* forehead. (*not* "forehead nice")
   Her forehead is *nice*. (adjective after a verb)

2. The endings of adjectives do not change. There is no "s" on an adjective.

   Example: She has a *beautiful* ring.
   She has some *beautiful* rings. (*not* "beautifuls)

PRACTICE: The following words are adjectives (**excellent, long,** etc.) or nouns (**suggestion, recommendation,** etc.) Use an adjective and a noun to complete each sentence. More than one answer may be correct.

new	compliment	food	sweater	nice
~~suggestion~~	clouds	neck	~~excellent~~	long
warm	terrific	glasses	beautiful	Chinese
dark	vacation	eyes	recommendation	lovely

1. The stylist gave me an excellent suggestion about how to do my hair.
2. I was tired of cooking so I went out last night for some _____.
3. My friend gave me a _____about my new dress.
4. You look cold. Why don't you put on your _____?
5. Elizabeth Taylor has _____. They are an unusual violet color.
6. She works very hard. I hope she takes a _____in summer.
7. You have a _____! Don't cover it up with a big scarf!
8. When I moved to a new state, my employer gave me a _____ _____that will help me find a new job.
9. Look at those _____in the sky. I think it's going to rain!
10. I can't see very well. I think a need a prescription for some _____.

Teacher's Answer Sheet

1. The stylist gave me an excellent suggestion about how to do my hair.
2. I was tired of cooking so I went out last night for some **Chinese food**.
3. My friend gave me a **nice compliment** about my new dress.
4. You look cold. Why don't you put on your **warm sweater**?
5. Elizabeth Taylor has **beautiful eyes**. They are an unusual violet color.
6. She works very hard. I hope she takes a **long vacation** in summer.
7. You have a **lovely neck**! Don't cover it up with a big scarf!
8. When I moved to a new state, my employer gave me a **terrific recommendation** that will help me find a new job.
9. Look at those **dark clouds** in the sky. I think it's going to rain!
10. I can't see very well. I think a need a prescription for some **new glasses**.

Class 10: Consultation: Advising, Suggesting, & Recommending

Objectives:

Students will be able to:

1) Give compliments
2) Ask for suggestions
3) Give advice/recommendations
4) Demonstrate study skill of memorization
5) Communicate information effectively
6) Describe features using adjectives
7) Utilize notebook/journal paper to organize information

Structure/Vocabulary

dimples, hazel

Review

Compliments

Objective #	Activity	Materials/Resources
1)	Review compliments	
	Find Someone Who....	Worksheet, small prize
1-6)	Review dialog	Teacher transparency
1-6)	Presentation: dialog substitutions	Teacher transparency
1-6)	Pair practice, volunteers present	Worksheet
7)	Homework	Bluebook journal or worksheet paper, salon letter
4)	Vocabulary/Spelling Words	Worksheet
	Word Search Vocabulary Review	Worksheet

Class 10 : Teacher's Notes

5 (1) **Agenda**: pass out or write on board, discuss.

5 (2) **Review compliments, Class #9**
Teacher gives a compliment to a student, students turn and give each other compliments. Teacher ask several students, "Who did you talk to? What compliment did s/he give you?"

25 (3) **Review adjectives: Find Someone Who** (Notes, Class #1)

5 (4) **Review dialog, Class #9**

20 (5) **Presentation: Dialog Substitutions**
State objective for today: to continue with customer consultation, practice making suggestions & recommendations

20 (6) **Pair Practice, Volunteers Present** (See class #3, instructions)

15 (7) **Salon Homework**
Ask students to get out their bluebook journal logs, or pass out a new worksheet (class 2). Write topic: *Consultation: Advising, Suggesting, and Recommending.* Assignment:

a) Listen for words customers use to talk about their hair, hairstyle, and features and/or ask for recommendations

b) Listen for words stylists use to make suggestions and/or to talk about customer's hair, hairstyle, or features

c) Write down new vocabulary words and take notes on above.

10 (8) **Vocabulary/Spelling Words**
Hand out new list to students. Drill pronunciation and stress.

15 (9) **Word Search**
Tell students this is a way to review vocabulary and practice important words. Students can begin in class, finish at home.

Find Someone Who.....walk around the room and find the students described below. Write the student's name in the box. Talk to 16 different people! The student who finishes first will win a prize.

has black, wavy hair	is wearing a gold ring	has brown, curly hair	has beautiful dimples
has hazel eyes	has a wonderful forehead	has terrific cheekbones	has a great smile
is wearing more than two earrings	has long, straight hair	is wearing an interesting necklace	has pretty eyebrows
has beautiful hands	is wearing a terrific nail color	is wearing a great pair of glasses	is wearing an interesting ring

Can You Suggest Something Different?

A. What can I do for you today?

B. I'm tired of my hair style. _____something different?

A. Well, you've got _____!

B. Thank you.

A. _____ a style to emphasize _____. _____?

B. All right.

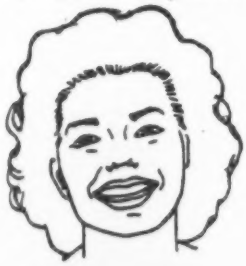
A. Here's what I'd _____, and I'll tell you why.....

---

1. terrific cheekbones

2. wonderful eyebrows

3. a lovely neck



4. a great smile

5. a beautiful nose

6. a very good forehead

Vocabulary & Spelling Words

1. compliment _____
2. consult/consultation _____
3. suggest/suggestions _____
4. recommend/recommendations _____
5. advise _____
6. feature _____
7. emphasize _____
8. adjective _____
9. terrific _____
10. wonderful _____
11. lovely _____
12. beautiful _____
13. great _____
14. eyebrows _____
15. forehead _____
16. cheekbones _____
17. nose _____
18. dimples _____

CONSULTATION

L P V U A L R R Q G U H I B Z K O R J H W U C F D U H Y E I
O A H I K K A Y R I J W D Z S Z W J D O Y U J M C P F B Y U
V T M O O W N J M O Y Z S G Z B E M C P S J J E P D I H E L
E C R Z Q L I E X L J V V S I Z C F Q W G W W G E M D E B G
L G K M L O E H W R N H V A E M P H A S I Z E G W S A I R Q
Y C G Z I D C T P G P M S B G B I T C X E I G A I S X G O O
C U R L Y E C O M P L I M E N T E H D P B G Q U I H W B W O
S L Q J Y F T E A V U O R N U O A A X U W B T E I F A N S G
C U P X F R D E N U B I M T D A U F U F O C H V F V V O J Q
T R G P M D C C R Y N W I W S L X A C T A C X B B V G N P A
C F N G U B X N G R D W O N D E R F U L I R M D G R E A T J
I A D J E C T I V E I E S O E J B X P Y J F N O R S K M Y D
N I B V D S R A L B E F Q S T F E E B F W X U P X B V I E Y
D C V U S D T O T Q M J I S O M O T U G L U O L M B Q I V F
R E C O M M E N D L X M M C B X M W A F O R E H E A D N J H
S T R A I G H T S E Q A J Y T U V U U B Y L J L I Q A L I A
S U K S A B H A D V I S E W W L F E A T U R E Q X O L R D Z
C H E E K B O N E S N I W S E Q I L H M X C F H C T L F B E
D N A E R R F J W A V Y V Q N B M L S U L R L X C F G F V L

COMPLIMENT
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FEATURE
EMPHASIZE
RECOMMEND
ADVISE
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WONDERFUL
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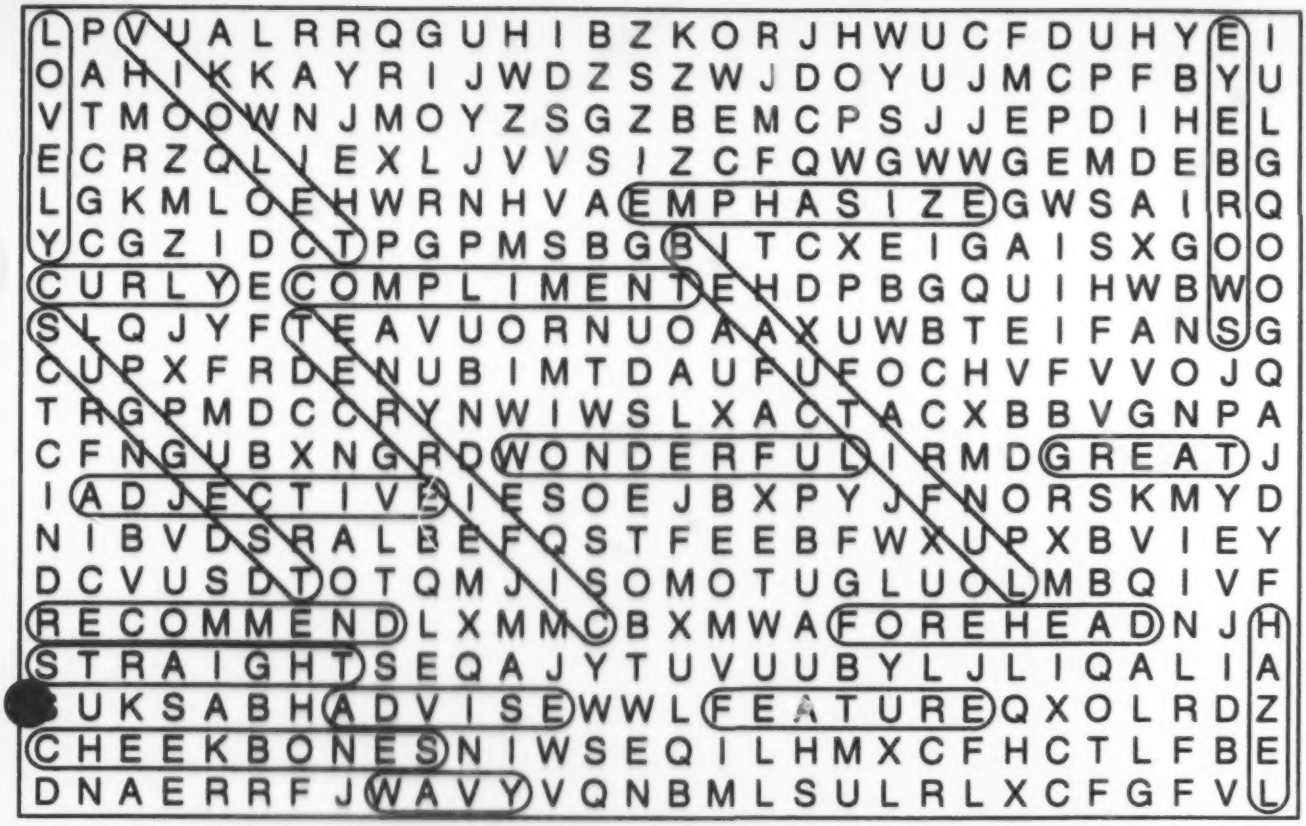
EYEBROWS
FOREHEAD
CHEEKBONES
VIOLET
HAZEL
CURLY
WAVY
STRAIGHT

CONSULTATION



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FOREHEAD

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VIOLET
HAZEL
CURLY
WAVY
STRAIGHT

BEST COPY AVAILABLE

Class 11: Consultation: Advising, Suggesting, & Recommending

Objectives:

Students will be able to:

1) Participate as a member of a team
2) Demonstrate ability to use critical thinking skills & apply them in new situations
3) Demonstrate basic writing/spelling/grammar skills
4) Demonstrate study skill of memorization

Objective #	Activity	Materials/Resources
	Word Search Answers	Teacher transparency
1)	Groups: Homework/salon visit	Discussion topics-whiteboard
	Review: dialog substitutions	Teacher transparency
2, 3)	Application: write new dialogs	Worksheet
1, 4)	Jeopardy Review of the Course	Teacher worksheet, whiteboard

Consultation: *Advising, Suggesting, and Recommending*

Write two conversations with your partner, between a stylist & a customer. Give suggestions. Write the same conversations on both papers. At the next class you & your partner will present one of the conversations for the class.

Write both your names on this paper: _____and _____

A. What can I do for you today?

B. I'm tired of my hair style. _____something different?

A. Well, you've got _____!

B. Thank you.

A. **I'd** _____ a style to emphasize _____.

_____?

B. All right.

A. Here's what **I'd** _____, and I'll tell you why.....

****

A. What can I do for you today?

B. I'm tired of my hair style. _____something different?

A. Well, you've got _____!

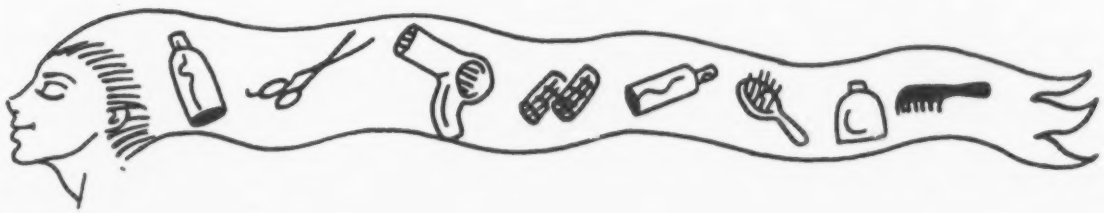
B. Thank you.

A. **I'd** _____ a style to emphasize _____.

_____?

B. All right.

A. Here's what **I'd** _____, and I'll tell you why.....



Class 11: Teacher's Notes

5 **(1) Agenda**: pass out or write on board, discuss.

5 **(2) Word Search Answers:** teacher transparency.

30 **(3) Review Homework/Salon Visit**
Groups of 4: Discussion. Teacher writes questions on board to talk about:

Salon Name	Customer Words	Stylist Words
	asking for suggestions, hair/hairstyle/features	giving suggestions, hair/hairstyle/features

New Vocabulary Words

Followup: Teacher elicits answers, writes on whiteboard, new word discussion

15 **(4) Dialog Substitution Review.**
Teacher calls on students to review substitutions.

30 **(5) Application: Dialogs.**

Student pairs write new dialogs. Encourage students to use salon notes of what they heard in salon. Teacher collects dialogs, corrects, and returns at next class.

35 **(6) Review: Cosmetology Jeopardy**

This is a fun way to review what's been studied. Since you, the teacher, probably know your students very well by now, you know what mistakes they make, what words are hard to spell or pronounce, and what grammar may need to be reviewed. Feel free to substitute your own categories and questions for those below. Add a category on hair trivia, little known or interesting facts about hair that haven't been studied in class! There are many variations to this game.

Groups of 4. Ask students if they've seen Jeopardy T.V. show. Tell them this is similar, but all the categories are about cosmetology. Write the following grid on whiteboard:

Words beginning with "C" (Vocabulary)	What's Wrong? (grammar)	Communication Skills (talking with the customer)	Spelling
10	10	10	10
20	20	20	20
30	30	30	30
40	40	40	40

Tell students to choose a category they want a question from, and the point number (10-40). 10=easy, 40=more difficult. Have students choose 1 person to be the "speaker" for the group and to answer the question, after consulting with the group. (Otherwise, students may shout out different answers!) If a question is answered incorrectly, ask the same question to the next group, and so on, until correct answer is given. Then, go back to the next group in line for a question.

(Example: group #1 misses a question. Group 2 answers the question correctly. Group 2 receives the points for that question and also gets a new question.)

Teacher Worksheet: Questions & Answers

Words beginning with "C"

10 = What do we call something nice we say to someone? (compliment)

20 = An adjective word used to describe hair. The opposite is straight. (curly)

30 = Someone you work with in a salon is a _____? (co-worker)

40 = When a customer asks for suggestions & a stylist gives recommendations, what do we call this? (a consultation)

What's Wrong? (Teacher writes the sentence on board, a student corrects it.)

10 = I like watch T.V. (I like **to** watch T.V., or I like **watching** T.V.)

20 = She has beautifuls ears. (No **s** on adjectives.)

30 = You like your beard cut. (You**'d** is the polite way to say this.)

40 = She likes to exercising. (She likes exercising, or she likes **to** exercise.)

Communication

10 = You have a new customer. What can you say to make small talk and get to know them? (Tell me, what do you like to do in your free time?)

20 = It's a Monday morning, after the weekend. What can you say to a customer to make small talk? (How was your weekend? What did you do?)

30 = You are the stylist and I am your customer. I say to you, "I'm tired of my hair style. Can you suggest something different?" What will you say? (Answers will vary. Student needs to compliment teacher on an outstanding feature and suggest a style to emphasize it.)

40 = If a customer says to you, "I want a trim, about a half inch, and I want the top layered." What should you say right away? (Answers will vary. Student needs to repeat the instructions in some form, repeat & confirm, or ask a clarification question.)

Spelling

10 = Spell this word correctly: **important**

20 = **repetition**

30 = **confirmation**

40 = **emphasize**

Class 12: Consultation: Advising, Suggesting, & Recommending

Objectives:

Students will be able to:

1) Communicate information effectively
2) Listen and evaluate information
3) Utilize test taking skills
4) Demonstrate basic writing/spelling/grammar skills
5) Evaluate & correct writing/paragraphs
6) Evaluate & Prioritize school/workplace goals

Objective #	Activity	Materials/Resources
1)	Partners: dialog practice	Corrected dialogs
2)	Presentation & Evaluation: Dialogs	Listening Worksheet
3, 4)	Spelling & Dictation	Lined paper
5)	Correct dictation	One dictation copy, whiteboard
6)	9 Qualities Checklist	Handout

Class 12: Teacher's Notes

5 (1) **Agenda**: pass out or write on board, discuss

15 (2) **Pair practice:** teacher returns corrected dialogs (see Class #4)

5 (3) **Listening Worksheets** (see Class #4, Teacher's Notes)
Pass out listening worksheets. Students are to listen for the customer's best feature and the adjective that describes it.

30 (4) **Present dialogs** (see Class #4, Teacher's Notes)

35 (5) **Spelling and dictation** (Class #4, Teacher's Notes)

20 (6) **Correct dictation** (Class #4, Teacher's Notes)

10 (7) **Evaluate & Prioritize School/Workplace Goals** (Class #4)

Consultation: Advising, Suggesting, and Recommending

Listen to your classmates' conversations. Write down the customer's best feature and the adjective that describes it.

1. He/she has _____
2. He/she has _____
3. He/she has _____
4. He/she has _____
5. He/she has _____
6. He/she has _____
7. He/she has _____
8. He/she has _____
9. He/she has _____
10. He/she has _____
11. He/she has _____
12. He/she has _____
13. He/she has _____
14. He/she has _____

Dictation

A good stylist has skills in consultation. Sometimes customers ask for suggestions and recommendations. The stylist looks for a good feature of the customer. The stylist may try to emphasize it with a different hair style.

A customer may have lovely eyes or beautiful cheekbones. The person may have wonderful eyebrows, great dimples, or a terrific nose. The stylist can give a compliment about the feature and advise something that will look nice with it.

Dictation

A good stylist has skills in consultation. Sometimes customers ask for suggestions and recommendations. The stylist looks for a good feature of the customer. The stylist may try to emphasize it with a different hair style.

A customer may have lovely eyes or beautiful cheekbones. The person may have wonderful eyebrows, great dimples, or a terrific nose. The stylist can give a compliment about the feature and advise something that will look nice with it.

What did you do in the last two weeks? Put a (√) next to the things you did well.

9 QUALITIES OF A GOOD EMPLOYEE/GOOD STUDENT

____1) Good quality work

____2) Attendance (I come to work/school every day)

____3) Punctuality (I come to work/school on time)

____4) Reliability (You can trust me. If I cannot come to work/school, I call & tell my employer/teacher why I cannot come)

____5) Cooperation/Team Work (I work well with my co-workers/classmates. I share in groups and give ideas and suggestions.)

____6) Good Attitude (good thoughts, feelings, behavior. I am friendly & helpful. I volunteer, ask questions, help others.)

____7) Honesty (I am honest about my hours/attendance sheet, money, and what I say to others.)

____8) Equipment Usage (I keep my work station/school desk and tools neat, clean, and safe.)

____9) Initiative (I see problems, find solutions, and give ideas on how to make things better. I don't wait for someone else to solve a problem.)

Now, finish the sentence below: Write your goals for the next two weeks.

In the next two weeks, I will _____

_____

_____.

Class 13: Responding to Complaints: Apologizing

Objectives:

Students will be able to:

1) Ask for feedback
2) Apologize
3) Respond to complaints
4) Paraphrase information
5) Follow up on customer satisfaction
6) Participate as a member of a team

Structure/Vocabulary

too + adjective, not + adjective + enough

complaint, apologize, too, not enough, adjust, satisfied, paraphrase, blended, stiff, soft, tight, loose, formal, casual, modern, conservative, frizzy, smooth

Review

Spelling & dictation

Objective #	Activity	Materials/Resources
	Return Spelling & Dictation	Corrected dictations, handout of typed dictation
	Review Small Talk/Weekends	Whiteboard
1, 2, 3, 4, 5)	Introduce, Present Dialog	Dialog visual - teacher
	Practice with partner, present to group	Cue words on board
	Pronunciation, stress, substitutions	Dialog paper - students
	Grammar: too, not enough	Worksheet
6)	Vocabulary/Spelling Game	Words on whiteboard

Class 13: Teacher's Notes

5 **(1) Agenda**: pass out or write on board, discuss.

10 **(2) Review Small Talk: Weekends**
Write on board: How was your weekend? What did you do?
Ask students to stand and ask two people. Teacher follow up:
Who did you talk to? What did _____do?

10 **(3) Return Spelling/Dictations.**

10 **(4) Introduce:** Complaints/Apologizing.
Relate to students that the very best of stylists will sometimes get customer complaints. We are learning to communicate well, to listen to the customer, to repeat back instructions, and to understand exactly what a customer wants before we pick up the scissors. Well, maybe we will have a bad day. We might be in a hurry and not do our best. Maybe the customer just doesn't like us! We remind him of his girlfriend whom he just broke up with! No matter what we do, that customer may not like it. Has this happened to you? Has someone done your hair and you didn't like it? What happened?

Today we will practice the words to say to deal with problems politely. Give example from own life, i.e., "A few weeks ago, my stylist cut my hair and then blow-dried it. I liked it. Then, he got out the curling iron and made extra curls, put hair spray all over it, and I looked like I was going to the Academy Awards! Well, I wasn't. I was going directly to a beach picnic. So I said to him, Craig! **It's not what I wanted at all! I don't like it! It's too formal!**" Elicit from students: "What does "formal" mean? What's the opposite of formal? (casual) What do you think the stylist said?" (I'm sorry, how can I make it better, etc., write student comments on board.)

20 **(5) Present:** Dialog Visual, words covered. (See Class #2 for steps and follow up in dialog presentation.) Discuss visual and ask: How do you think the customer feels? What do you think is the trouble here?
Write on board & ask students to listen for:

1) Problem?
2) Solution?

Repeat dialog several times, elicit above answers. Comprehension check: What does the stylist say, when customer says she doesn't like it? (I'm sorry..) How else can we say this? (I apologize...) What does the stylist say when the customer says "This side is too long?" (It's not short enough.) Do these words mean the same? too long = not short enough
What does the stylist say to check back, to confirm that the customer likes it now? (Does this work for you now?) How else can you say that? (Is this all right? Is this okay?) How does the stylist end the conversation to make sure the customer is happy? (Wear it for a few days, and then call me.)

Drill conversation, repetitions, write cue words on board.

15 **(6) Pair Practice** (no papers), **Volunteers Present.**

10 **(7) Hand out** dialog paper, drill pronunciation, different practice options. Students practice with a new partner, using substitutions at bottom of paper.

30 **(8) Grammar:** Too, not enough

Write on board: *too long*, *not short enough* These words mean the same. Too = more than is good. Not enough = less than is good. Both mean: not good!
Tell students: When you repeat back information, but the words are a little different, what do we call this? What's the word? Elicit the word, write 10 blank spaces on board, students guess the letters. **P A R A P H R A S E**

Remind students they have practiced repeating back instructions, information they have heard. Emphasize that paraphrasing is another way to do this and it's a **high level, advanced listening/speaking skill.** It reassures customers that you understand *exactly* what they mean. You are second language speakers. If the customer says, "It's too formal" and you repeat back and say, "it's too formal", how does the customer know you understand the word formal? The very best way for you to give the customer confidence is to paraphrase the information in different words. Then the customer *knows* you understand.

Give another example from grammar paper: "This blow dryer is not comfortable. It's *too* cold." How else can we say this? Write on board: It's _____ _____ _____. Elicit: not hot enough.

Pass out paper, discuss adjective meanings/opposites. Volunteers put answers on board or read sentences aloud when finished.

10 **(9) Game.** *Find the little words.* (See lesson #5).
Give a whole class example: "blended." What small words do you find?
Team A-B. Write two new words on board: Apologize Satisfied

Play game, ring bell after three minutes, check spelling and count words.

I'm Sorry It's Not What You Wanted

A. How do you like it?

B. It's not what I wanted at all! I don't like it!

A. **I'm sorry it's not what you wanted.**[1]
How can I make it better for you?[2]

B. This side is too long.

A. I see. It's not short enough. Let me work on it.

B. I *hope* you can fix it.

A. There. **Does this work for you now?**[3]

B. Well, I think so....

A. Wear it for a few days, and then call me. I want you to be **happy!**[4]

B. Okay.

PRACTICE:

1 I apologize for not giving you the look you want.

2 How can I make it right for you?
How can I adjust it?

3 Is this all right for you now?

4 satisfied!

Grammar: IT'S TOO LONG! IT'S NOT SHORT ENOUGH!

(a) This side is *too* long. *too* + adjective = more than is good

(b) it's *not* short *enough*. *not* + adjective + *enough* = less than is good

(a) and (b) have the same meaning. Use *too* and *not enough* to describe something that is disliked or not good.

Practice: Complete the sentences. Use *too* or *not enough* with the words in parentheses.

1. (cold, hot) This blow dryer is not comfortable. **It's too cold.**
   It's not hot enough.
2. (heavy, light) I don't like my hair. It's _____.
   It's _____.
3. (straight, blended) This trim isn't good. The top layer is _____.
   It's _____.
4. (stiff, soft) My hair looks like a football helmet! It's _____!
   It's _____.
5. (low, high) The part on my hair is wrong. It's _____.
   It's _____.
6. (dark, light) I don't like my new hair color. It's _____.
   It's _____.
7. (tight, loose) I'm not satisfied with this perm. It's _____.
   It's _____.
8. (formal, casual) I go to the beach every day. This style is _____.
   It's _____.
9. (modern, conservative) This style won't work for me. _____.
   It's _____.
10. (frizzy, smooth) This is not what I wanted at all! It's _____.
    It's _____.

10 **(6) Hand out** dialog paper, drill pronunciation, different practice options. Students practice with a new partner, using substitutions at bottom of paper.

30 **(7) Grammar:** Too, not enough

Write on board: *too long*, *not short enough* These words mean the same. Too = more than is good. Not enough = less than is good. Both mean: not good!
Tell students: When you repeat back information, but the words are a little different, what do we call this? What's the word? Elicit the word, write 10 blank spaces on board, students guess the letters. **P A R A P H R A S E**

Remind students they have practiced repeating back instructions, information they have heard. Emphasize that paraphrasing is another way to do this and it's a **high level, advanced listening/speaking skill.** It reassures customers that you understand ***exactly*** what they mean. You are second language speakers. If the customer says, "It's too formal" and you repeat back and say, "it's too formal", how does the customer know you understand the word formal? The very best way for you to give the customer confidence is to paraphrase the information in different words. Then the customer *knows* you understand.

Give another example from grammar paper: "This blow dryer is not comfortable. It's *too* cold." How else can we say this? Write on board: It's _____ _____ _____. Elicit: not hot enough.

Pass out paper, discuss adjective meanings/opposites. Volunteers put answers on board or read sentences aloud when finished.

10 **(8) Game.** *Find the little words.* (See lesson #5).
Give a whole class example: "blended." What small words do you find?
Team A-B. Write two new words on board: Apologize Satisfied

Play game, ring bell after three minutes, check spelling and count words.

Class 14: Responding to Complaints: Apologizing

Objectives:

Students will be able to:

1) Paraphrase information
2) Apologize
3) Respond to complaints
4) Follow up on customer satisfaction
5) Demonstrate study skill of memorization
6) Communicate information effectively
7) Utilize notebook/journal paper to organize information

Structure/Vocabulary

antonyms, synonyms, Sanex strip, loud, noisy, quiet, dull, shiny, dry, moist

Review

Paraphrasing

Objective #	Activity	Materials/Resources
1)	Review paraphrasing	Teacher: grammar paper
1-6)	Review dialog	Teacher transparency
1-6)	Presentation: dialog substitutions	Teacher transparency
1-6)	Pair practice, volunteers present	Worksheet
	Partners: paraphrase practice	Worksheet
7)	Homework	Bluebook journal or worksheet paper
	Vocabulary/Spelling Words	Worksheet

Class 14: Teacher's Notes

5 **(1) Agenda**: pass out or write on board, discuss.

10 **(2) Review paraphrasing, Class #13**
Teacher: It's *too* warm in this room. How can I say this in other words? (It's not *cool* enough.) Review grammar paper from class #13, give example from paper ("My hair is *too* heavy") and call on students at random to give paraphrase. Give examples both ways: (Teacher: "The part in my hair is *not* high *enough*." Student: "It's *too* low."

5 **(3) Review dialog, Class #13**

20 **(4) Presentation: Dialog Substitutions**
State objective for today: to continue with customer complaints and practice paraphrasing words.

20 **(5) Pair Practice, Volunteers Present**

35 **(6) Partners: More Complaints**
Tell students that sometimes they will hear problems about hair, about the salon, about prices. Sometimes we paraphrase customers' words using the *antonym*, or opposite of what they say (too *heavy* = not *light* enough) and sometimes we paraphrase using *synonyms*, words that mean the same thing. Give example:

Customer:	My hair is too heavy.
Stylist:	I see. It weighs too much.
Customer:	This shampoo is too expensive.
Stylist:	I see. It costs too much. Let me recommend another.

Give partners one paper for two people and have them discuss together the complaints on the paper. How will they paraphrase the customer's words? Tell them to use antonyms or synonyms. Follow up with possible answers, whole class. Pass papers to those partners without them, so they can write answers, too.

15 **(7) Salon Homework**
Ask students to get out their bluebook journal logs, or pass out a new worksheet (class 2). Write topic: Paraphrasing. Assignment:

a) Listen for words stylists use to paraphrase instructions, complaints, or recommendations. Take notes on what you hear.

b) Write down new vocabulary words.

10 **(8) Vocabulary/Spelling Words**
Hand out new list to students. Drill pronunciation and stress.

I'm Sorry It's Not What You Wanted

A. How do you like it?

B. It's not what I wanted at all! I don't like it!

A. **I'm sorry it's not what you wanted. How can I make it better for you?**

B. _____.

A. I see. It's_____ Let me work on it.

B. I *hope* you can fix it.

A. There. **Does this work for you now?**

B. Well, I think so....

A. Wear it for a few days, and then call me. I want you to be **happy!**

B. Okay.

---

1. It's too heavy.
   not light enough.

2. This layer is too straight.
   not blended enough.

3. It's too stiff.
   not soft enough.

4. The part is too low.
   not high enough.

Paraphrase practice: With your partner, look at the customers' complaints, below. How can you paraphrase their words, to show them you understand what they're saying? Talk to your partner about what you can say. Use antonyms or synonyms.

Example:	Customer:	The Sanex strip around my neck is <u>too large.</u>
	Stylist:	I see. It's <u>not small enough</u>. or I see. It's <u>too big.</u>
1)	Customer:	If I have to wait 20 minutes for a haircut, that's <u>too long!</u>
	Stylist:	
2)	Customer:	This conditioner <u>costs too much</u> for me to buy.
	Stylist:	
3)	Customer:	This hairspray makes my hair <u>too firm.</u>
	Stylist:	
4)	Customer:	My hair is <u>too dull.</u>
	Stylist:	
5)	Customer:	This mousse makes my hair <u>too dry.</u>
	Stylist:	
6)	Customer:	The music in here is <u>too loud.</u>
	Stylist:	

Paraphrase practice: With your partner, look at the customers' complaints, below. How can you paraphrase their words, to show them you understand what they're saying? Talk to your partner about what you can say. Use antonyms or synonyms.

Example:	Customer:	The Sanex strip around my neck is <u>too large.</u>
	Stylist:	I see. It's <u>not small enough</u>. or I see. It's <u>too big.</u>
1)	Customer:	If I have to wait 20 minutes for a haircut, that's <u>too long!</u>
	Stylist:	
2)	Customer:	This conditioner <u>costs too much</u> for me to buy.
	Stylist:	
3)	Customer:	This hairspray makes my hair <u>too firm.</u>
	Stylist:	
4)	Customer:	My hair is <u>too dull.</u>
	Stylist:	
5)	Customer:	This mousse makes my hair <u>too dry.</u>
	Stylist:	
6)	Customer:	The music in here is <u>too loud.</u>
	Stylist:	

Vocabulary & Spelling Words

1. complaints
2. apologize
3. adjust
4. satisfied
5. paraphrase
6. too
7. enough
8. blended
9. stiff
10. soft
11. tight
12. loose
13. formal
14. casual
15. modern
16. conservative
17. frizzy
18. smooth
19. antonyms
20. synonyms
21. noisy
22. quiet
23. dull
24. shiny
25. moist

Class 15: Responding to Complaints: Apologizing

Objectives:

Students will be able to:

1) Participate as a member of a team
2) Demonstrate ability to use critical thinking skills & apply them in new situations
3) Demonstrate basic writing/spelling/grammar skills
4) Demonstrate study skill of memorization

Objective #	Activity	Materials/Resources
1)	Groups: Homework/salon visit	Discussion topics-whiteboard
	Review: dialog substitutions	Teacher transparency
2, 3)	Application: write new dialogs	Worksheet
4)	Crossword Puzzle Review	Clue sheet, crossword grid, small prizes

Class 15: Teacher's Notes

5 **(1) Agenda**: pass out or write on board, discuss.

30 **(2) Review Homework/Salon Visit**
Groups of 4: Discussion. Teacher writes questions on board to talk about:

Salon Name	Stylist Words	New Vocabulary Words
	paraphrasing	

Followup: Teacher elicits answers, writes on whiteboard, new word discussion

15 **(3) Dialog Substitution Review**
Teacher calls on students to review substitutions.

30 **(4) Application: Dialogs.**
Student pairs write new dialogs. Encourage students to use salon notes of what they heard in salon. Teacher collects dialogs, corrects, and returns at next class.

40 **(5) Crossword Puzzle Review** (See notes, class #7)

I'm Sorry It's Not What You Wanted

Write two conversations with your partner, between a stylist & a customer. Paraphrase the customer's complaint. Write the same conversations on both papers. At the next class you & your partner will present one of the conversations for the class.

Write both your names on this paper: _____ and _____

A. How do you like it?

B. _____!

A. I'm sorry it's not what you wanted.
How_____?

B. _____.

A. I see. _____. Let me work on it.

B. I *hope* you can fix it.

A. There. _____?

B. Well, I think so....

A. Wear it for a few days, and then call me. I want you to be _____!

B. Okay.

A. How do you like it?

B. _____!

A. I'm sorry it's not what you wanted.
How_____?

B. _____.

A. I see. _____. Let me work on it.

B. I *hope* you can fix it.

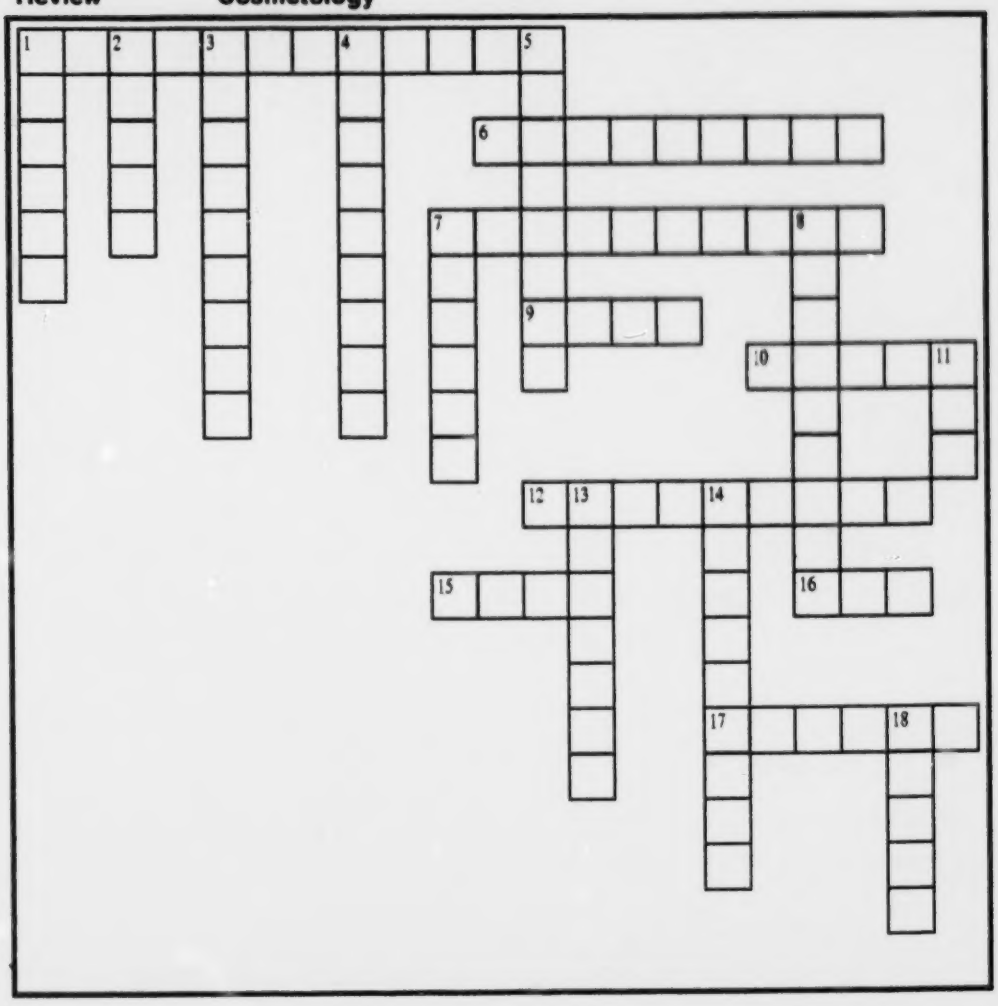
A. There. _____?

B. Well, I think so....

A. Wear it for a few days, and then call me. I want you to be _____!

B. Okay.

Review **Cosmetology**



Review Cosmetology-CLUES

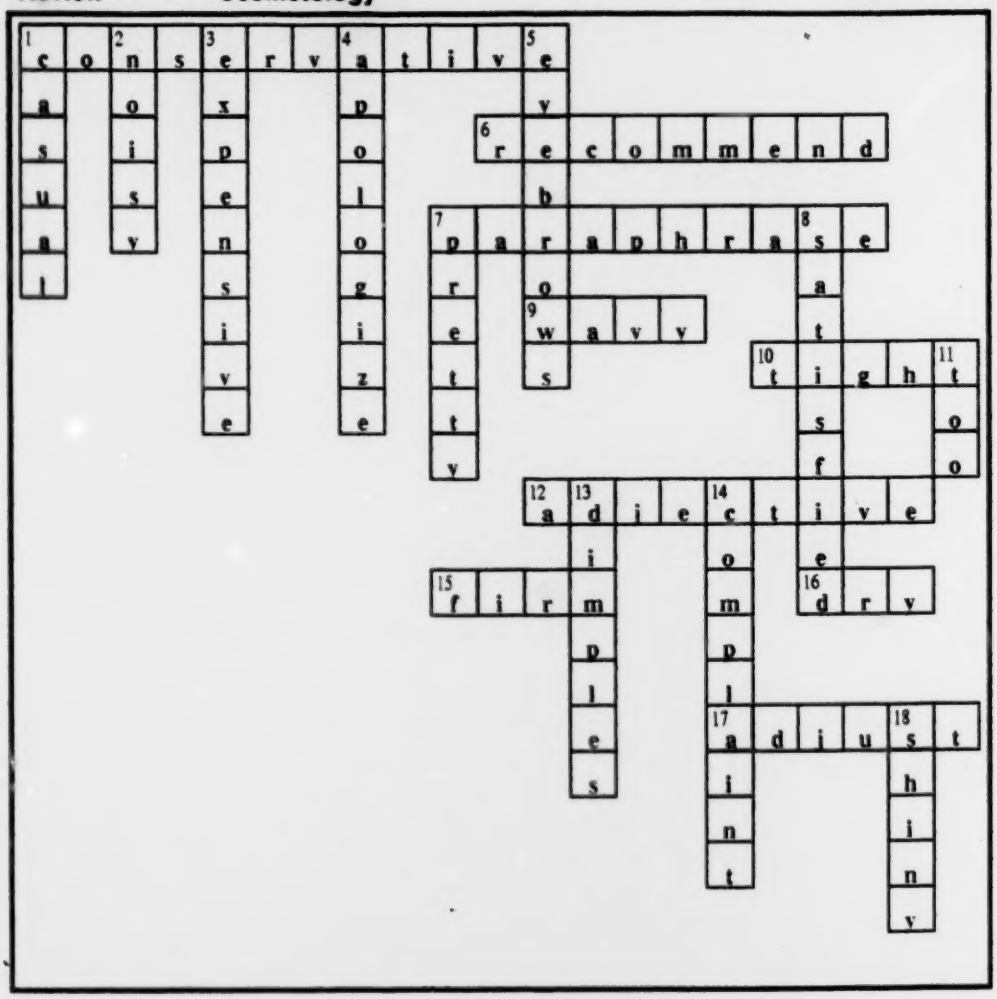
ACROSS

1 antonym: modern
6 to advise
7 to repeat information in different words
9 not curly & not straight is w_ _ _
10 antonym of loose
12 a word that describes a noun
15 synonym for stiff
16 antonym for moist
17 fix, change

DOWN

1 antonym of formal
2 synonym for loud
3 something that costs too much is e_____
4 to say you are sorry
5 hair above the eyes
7 synonym for lovely
8 synonym for happy
11 more than is good
13 places where your cheeks go in when you smile
14 problem
18 opposite of dull

Review **Cosmetology**


1 c o n s e r v a t i v e
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Class 16: Responding to Complaints: Apologizing

Objectives:

Students will be able to:

1) Communicate information effectively
2) Listen and evaluate information
3) Utilize test taking skills
4) Demonstrate basic writing/spelling/grammar skills
5) Evaluate & correct writing/paragraphs
6) Evaluate & prioritize school/workplace goals

Objective #	Activity	Materials/Resources
1)	Partners: dialog practice	Corrected dialogs
2)	Presentation & Evaluation: Dialogs	Listening Worksheet
3, 4)	Spelling & Dictation	Lined paper
5)	Correct dictation	One dictation copy, whiteboard
6)	9 Qualities Checklist	Handout

Class 16: Teacher's Notes

5 (1) **Agenda**: pass out or write on board, discuss

15 (2) **Pair practice:** teacher returns corrected dialogs (see Class #4)

5 (3) **Listening Worksheets** (see Class #4, Teacher's Notes)
Pass out listening worksheets. Students are to listen for the customer's complaint and the words the stylist uses to paraphrase the complaint

30 (4) **Present dialogs** (see Class #4, Teacher's Notes)

35 (5) **Spelling and dictation** (Class #4, Teacher's Notes)

20 (6) **Correct dictation** (Class #4, Teacher's Notes)

10 (7) **Evaluate & Prioritize School/Workplace Goals** (Class #4)

Responding to Complaints: Apologizing

Listen to your classmates' conversations. Write down the customer's complaint and the words the stylist uses to paraphrase the complaint.

1. complaint: _____

   paraphrase: _____

2. complaint: _____

   paraphrase: _____

3. complaint: _____

   paraphrase: _____

4. complaint: _____

   paraphrase: _____

5. complaint: _____

   paraphrase: _____

6. complaint: _____

   paraphrase: _____

7. complaint: _____

   paraphrase: _____

8. complaint: _____

   paraphrase: _____

9. complaint: _____

   paraphrase: _____

10. complaint: _____

    paraphrase: _____

11. complaint: _____

    paraphrase: _____

12. complaint: _____

    paraphrase: _____

Dictation

An important part of good communication skills in a salon is how to respond to complaints. Stylists want customers to feel satisfied with how they look. When there is a problem, a stylist can apologize and try to adjust the style.

Some people may feel a style is too modern and not conservative enough. A perm may be too tight or a layer not blended enough. Hair may look too frizzy or dull, not smooth and shiny enough.

Good stylists will paraphrase a complaint in different words. This shows the client they really understand the problem. Finally, stylists may ask customers to call back after a few days, to make sure they are happy.

Dictation

An important part of good communication skills in a salon is how to respond to complaints. Stylists want customers to feel satisfied with how they look. When there is a problem, a stylist can apologize and try to adjust the style.

Some people may feel a style is too modern and not conservative enough. A perm may be too tight or a layer not blended enough. Hair may look too frizzy or dull, not smooth and shiny enough.

Good stylists will paraphrase a complaint in different words. This shows the client they really understand the problem. Finally, stylists may ask customers to call back after a few days, to make sure they are happy.

What did you do in the last two weeks? Put a (√) next to the things you did well.

9 QUALITIES OF A GOOD EMPLOYEE/GOOD STUDENT

____1) Good quality work

____2) Attendance (I come to work/school every day)

____3) Punctuality (I come to work/school on time)

____4) Reliability (You can trust me. If I cannot come to work/school, I call & tell my employer/teacher why I cannot come)

____5) Cooperation/Team Work (I work well with my co-workers/classmates. I share in groups and give ideas and suggestions.)

____6) Good Attitude (good thoughts, feelings, behavior. I am friendly & helpful. I volunteer, ask questions, help others.)

____7) Honesty (I am honest about my hours/attendance sheet, money, and what I say to others.)

____8) Equipment Usage (I keep my work station/school desk and tools neat, clean, and safe.)

____9) Initiative (I see problems, find solutions, and give ideas on how to make things better. I don't wait for someone else to solve a problem.)

Now, finish the sentence below: Write your goals for the next two weeks.

In the next two weeks, I will _____

_____

_____.

Class 17: The Job Interview

Objectives:

Students will be able to:

1) Participate as a member of a team
2) Demonstrate ability to use thinking skills
3) Demonstrate basic spelling skills
4) Read and interpret employment related material
5) Order information numerically as an aid to remembering
6) Utilize test taking skills

Vocabulary

New vocabulary list

Review

Spelling & Dictation

Objective #	Activity	Materials/Resources
	Return Spelling & Dictation	Corrected papers, handout of typed dictation
1, 2)	Discussion	The Job Interview handout
3)	Vocabulary/Spelling List	Handout of definitions, handout of one vocabulary word for each student
4, 5)	Reading, follow up questions	Handout
6)	Comprehension Questions	Handout

Class 17: Teacher's Notes

5 (1) **Agenda**: pass out or write on board, discuss.

10 (2) **Return Spelling/Dictations.**

5 (3) **Introduce:** Job Interviews. Ask students how many of them have been on job interviews. Ask them if they did anything before the interview to get ready for it. Ask students, which is harder? To get ready for the interview or to have the interview? Tell them they will read a story today about things to do before a job interview to get ready for it and later they will read about things to do during the interview itself.

30 (4) **Discussion:** Pass out the **Job Interview: Before and During** handout, one paper to a group of four people. Give students time to make the lists. Followup with whole class, calling on different groups to give answers and writing them on transparency.

25 (5) **Spelling & Vocabulary List.** Give students handout of list which has definitions only on it. Tell students these words will be in the stories they will read. Ask the class if they can guess any of the words. Tell them you will give each student one word to copy next to the correct definition. Then, they should exchange their word with another student and keep copying different words until their list is complete.

Drill the words and follow up on meanings, giving examples.

25 (6) **Reading.** Tell students to read the story quickly and circle any words they don't know. When they finish, tell them to go back and read it again, numbering the things to do before a job interview. How many did the groups guess correctly before reading? Follow up with comprehension questions. Write new words on board and elicit meanings from other students.

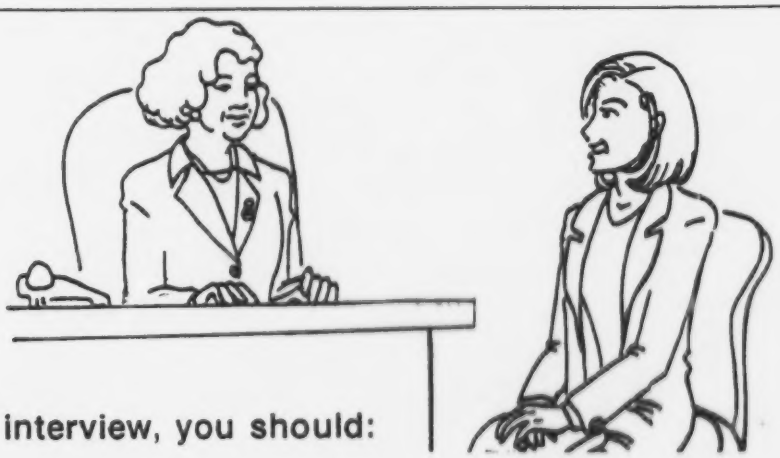
20 (7) **Comprehension Worksheet.** Pass out True-False, short answer worksheet. Call on students at random to give the answers. This could be assigned as homework if time is short.

The Job Interview

Groups: Discuss and write down what you should do *before* a job interview and what you should do *during* a job interview.

<u>Before</u> a job interview, you should:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____



<u>During</u> a job interview, you should:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Vocabulary & Spelling Words

1. _____ to get ready
2. _____ to make larger
3. _____ to get information
4. _____ things a business gives that people can use
5. _____ believing you can do something
6. _____ quickly and easily
7. _____ not messy
8. _____ correct
9. _____ things you are strong in
10. _____ things you are weak in
11. _____ to help
12. _____ a paper that tells your education, work experience, and interests
13. _____ what people think or feel about you
14. _____ how you look
15. _____ very important
16. _____ smart
17. _____ facts, examples
18. _____ excited and interested

Vocabulary & Spelling Words

1.	prepare	to get ready
2.	increase	to make larger
3.	research	to get information
4.	services	things a business gives that people can use
5.	confidently	believing you can do something
6.	fluently	quickly and easily
7.	neat	not messy
8.	accurate	correct
9.	strengths	things you are strong in
10.	weaknesses	things you are weak in
11.	support	to help
12.	resume	a paper that tells your education, work experience, and interests
13.	impression	what people think or feel about you
14.	appearance	how you look
15.	critical	very important
16.	intelligent	smart
17.	details	facts, examples
18.	enthusiastic	excited and interested

To the teacher: cut up the words below. Pass one word to each student. Tell the student the definition of the word. Student copies word next to definition and gives word to another student to copy. Students continue passing words to each other until spelling lists are complete.

prepare	prepare
increase	increase
research	research
services	services
confidently	confidently
fluently	fluently
neat	neat
accurate	accurate
strengths	strengths
weaknesses	weaknesses
support	support
resume	resume
impression	impression
appearance	appearance
critical	critical
intelligent	intelligent
details	details
enthusiastic	enthusiastic

BEFORE THE JOB INTERVIEW

When you apply for a job, there are usually many other people who will apply for the job, too. Employers want to talk to a lot of applicants, to make sure they hire the very best person for the job. How can you show them that YOU are the best person? You can prepare for the interview ahead of time. By doing the things below, you can increase your chances of a successful interview. The difficult part, that most people don't take time for, is preparing for the interview.

Before the interview, research the salon and the position offered. Find out all the information you can on the services the salon offers, the skills needed by people who work there, and any special information about the salon printed in the local newspaper or magazines. By visiting a salon as homework in this class, you probably know a lot already about different salons!

What you *don't* know, find out from your friends, other hairstylists, and the library. Because you have this information ahead of time, you will be able to talk more confidently and fluently about how *your* skills are perfect for the job. And, you are giving a compliment to a salon when you talk about things you have heard or read about it in the news or from friends. This salon isn't *any* salon - it's *special* and different, and that's why you want to work there!

There are other things to do before an interview. Check your job application to make sure it is neat, accurate, and completely filled out. Make a list of interview questions you know most employers will ask, and practice your answers at home. Be prepared to talk about your strengths, weaknesses, free time interests and activities, and why you want to work for the salon.

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SDCCD/97

Write down a list of questions you can ask the employer, such as, "Do you offer any training programs to develop skills?" and "Do you do any activities that support the community?" It is not polite to ask questions about salary until you are offered a job, unless the interviewer talks about it first. Type a resume of your education, experience, and interests to give the employer. Get your "thank you for the interview" note addressed and ready to write and send after the interview.

Prepare your clothes for the interview. The manager or owner's first impression of you and your appearance is critical. You may have a good idea already of what they like their employees to wear, from your visits to salons. Go alone to the interview and plan to arrive *15 minutes early!* If you don't know the exact location of a salon, go there the day before to find out where it is, how long it takes to get there, and where you can park if you drive a car.

Applying for a job is a BIG JOB! But, when you prepare well for your first job interview, other interviews are easier. It takes time to practice questions, write a good application, research a salon, and type a resume. When you do this for one interview, you can use a lot of the same information for the next one. To do all of these things shows the employer many things immediately -- you are a hard worker, you are intelligent, you speak and write well, and you have a good possibility of being a strong employee who will move up on the job, too.

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Before the Job Interview

A. *Read each sentence. If it is true, write **T**. If it is false, write **F**.*

____1. Job applicants can do many things before an interview to prepare for it.

____2. The easiest thing about getting a job is preparing for an interview ahead of time.

____3. Libraries are a good place to find out information about a salon.

____4. It's a good idea to practice answering common interview questions before an interview.

____5. Employers may ask you what you are good at doing and bad at doing.

____6. Employers expect you to ask them questions, too.

____7. It's important to ask what your salary will be at the first interview.

____8. It's polite to send a thank you note after an interview.

____9. It's a good idea to bring a friend to the interview, to help translate for you.

____10. If your interview is at 9 a.m., plan to arrive a few minutes before 9:00.

B. *Answer the questions below with short answers.*

1. On a job interview, what do you have to show employers?

_____

2. What's the best way to have a successful job interview?

_____

3. What are three things you can research before an interview?

_____

4. How can you give a compliment to a salon?

_____

5. Why do you think it is important for your job application to be neat, accurate, and completely filled out?

_____

6. Why do you think employers may ask you about your free time interests?

_____

Before the Job Interview (Teacher's Answer Sheet)

A. *Read each sentence. If it is true, write T. If it is false, write F.*

T 1. Job applicants can do many things before an interview to prepare for it.

F 2. The easiest thing about getting a job is preparing for an interview ahead of time.

T 3. Libraries are a good place to find out information about a salon.

T 4. It's a good idea to practice answering common interview questions before an interview.

T 5. Employers may ask you what you are good at doing and bad at doing.

T 6. Employers expect you to ask them questions, too.

F 7. It's important to ask what your salary will be at the first interview.

T 8. It's polite to send a thank you note after an interview.

F 9. It's a good idea to bring a friend to the interview, to help translate for you.

F 10. If your interview is at 9 a.m., plan to arrive a few minutes before 9:00.

B. *Answer the questions below with short answers.*

1. On a job interview, what do you have to show employers?
   You are the best person for the job.
2. What's the best way to have a successful job interview?
   Prepare ahead of time.
3. What are three things you can research before an interview?
   Salon services, skills needed, news about the salon.
4. How can you give a compliment to a salon?
   Tell something good you have read or heard about the salon.
5. Why do you think it is important for your job application to be neat, accurate, and completely filled out?
   Employers will think you will work neatly, can read and write, and you pay attention to details by answering all the questions.
6. Why do you think employers may ask you about your free time interests?
   They want to get to know you, see what kind of person you are.

Class 18: The Job Interview

Objectives:

Students will be able to:

1) Participate as a member of a team
2) Communicate interpersonally/ask for information
3) Evaluate a statement and generate personal examples
4) Utilize bluebook/journal paper to interpret and organize information

Vocabulary

brag, qualities, convention

Review

Vocabulary words, Reading

Objective #	Activity	Materials/Resources
	Review Vocabulary List	Teacher transparency of vocabulary definitions
1)	Team A-B Reading Review	Teacher worksheet of questions
2)	Find Someone Who	Handout, small prize
3)	Job Interview Questions	Handout
4)	Salon Homework	Bluebook or Journal Worksheet

Class 18: Teacher's Notes

5 (1) **Agenda**: pass out or write on board, discuss.

10 (2) **Review: Vocabulary List.** Show transparency with definitions only, ask questions, and follow up with reference to reading, i.e., "What word means not messy? (neat) Yes, a job application should be neat and easy to read." Drill words, pronunciation and stress.

15 (3) **Reading Review: Team A-B Competition.** Divide the class in half and ask questions rapidly. If Team A can't answer, Team B gets a chance at the question. Tally points for winner.

Sample Questions:

1) At a job interview you must "sell" yourself. You must show you're the best person for a job. How can you show this? (prepare ahead)
2) What things can you research before an interview? (salon services, skills necessary for positions, news about salon)
3) Where can you do this research? (library, friends, other hairstylists, salon itself)
4) Why is it important that a job application be neat and accurate? (It shows employer you will probably work neatly, accurately, and pay attention.)
5) Tell me one question an employer will probably ask you on an interview. (Why do you want to work here? What are your strengths? Your weaknesses? What questions do you have about our salon?)
6) Tell me another question an employer will probably ask you.
7) Tell me a question you can ask an employer. (Do you offer any training/educational programs to develop/keep my skills up to date? Do you support the community in any way?)
8) Is it okay to ask about the salary? (No, unless they talk about it first.)
9) What are you going to send to the employer after the interview? (thank you note)
10) Why is your clothing and appearance critical at a job interview? (It shows the employer what you may look like if you work at the salon.)
11) Is it okay to bring a friend to the interview? (Absolutely not!)
12) What time should you arrive for your interview? (15 minutes early)

10 (4) **Introduce: Job Interview Questions.** Tell students one of the most difficult questions on an interview is "What are your strengths?" Ask them why they think this is hard to answer. (We are taught it is not polite to "brag", to say good things about ouselves. We have to learn to do this for a job interview.) Ask a student at random, "Why should I hire you for this job?" See if this is answered easily, with details and examples.

30 **(5) Find Someone Who....**Tell students they are to look for people with the strengths listed on their paper. Ask them why liking "math" might be a strength. (Inventory and ordering supplies in a salon.) Ask them why "writing letters" might be a strength. (Some salons write birthday cards, follow up letters to new customers, and information on new products/services.) Follow up on transparency by asking: "Who is very neat? Can you give me an example of how you are neat?"

35 **(6) Interview Questions.** Pass out handout for partners to work together on. Follow up with examples from whole class.

15 **(7) Salon Homework.** Write Topic: *Salon Research.*

Assignment:

a) Make a list of all the services the salon offers, with prices if possible.

b) Look carefully at the walls in the salon and waiting area. Do you see any news or magazine articles about the salon posted on the walls? Are there any "awards" or letters from people on the walls? Read and take notes about them.

c) Write down new vocabulary words you see or hear.

Find Someone Who.....is very neat!

Walk around the room and find people with the strengths below. If the student says "yes," write the name. If the student says "no," don't write the name. Ask someone else. Get 12 different names. The person who finishes first will get a prize!

is very neat. Are you.....? _____	is always enthusiastic. Are you.....? _____	likes to learn new things. Do you.....? _____
likes working in a group. Do you.....? _____	is very friendly. Are you.....? _____	reads hair styling magazines. Do you.....? _____
works very hard! Do you.....? _____	goes to cosmetology conventions. Do you.....? _____	has a volunteer activity. Do you.....? _____
speaks more than two languages. Do you.....? _____	likes math. Do you.....? _____	loves to write letters. Do you.....? _____

Practice: ***Job Interview Questions***

It's important to show the employer you are the best person for the job. Usual questions on an interview are "What are your strengths? or What do you do well? or Why should I hire you?" This is your chance to talk about yourself, with examples and details.

Employers are looking for people who have the qualities below. With your partner, talk about examples you can give for the sentences below, that would be helpful in a salon. Then, write down your answers.

What are your strengths?

1. I communicate well . I really listen to people. I ask questions to make sure I understand.
2. I'm very friendly. _____
3. I'm a hard worker. _____
4. I work very well with other people, of all ages and nationalities. _____
5. I'm bilingual. _____
6. I'm very neat. _____
7. I like to learn new things. _____
8. _____

In addition, employers may ask you what your weaknesses are. Think carefully, to find a "weakness" that will be helpful to a salon!

9. My family tells me I work too hard! I'm always the last person to leave. I stay and check to see if things are neat and ready for the next day.
10. I think too much about my job when I'm away from it. _____
11. _____

Class 19: The Job Interview

Objectives:

Students will be able to:

1) Participate as a member of a team
2) Read and interpret employment related material
3) Utilize test taking skills
4) Order information numerically as an aid to remembering

Vocabulary

tips, title, permission, body language

Objective #	Activity	Materials/Resources
1)	Groups: Homework/salon visit	Discussion topics-whiteboard
2)	Reading, follow up questions	Handout, teacher's notes
3, 4)	Comprehension Questions	Handout
	Word Search Vocabulary Review	Handout

Class 19: Teacher's Notes

5 **(1) Agenda**: pass out or write on board, discuss.

30 **(2) Review Homework/Salon Reserach**
Groups of 4: Discussion. Teacher writes questions on board to talk about:
Salon Name Services Offered/Prices Salon "News" New Vocabulary Words

Follow up: 1) compare services offered & prices. 2) Ask students how many of the services offered for the salon they visited do they know how to do? 3) Elicit which salons had "news" or awards posted on the walls, and what they were. 4) Elicit new vocabulary words.

10 **(3) Introduce: "During the Job Interview."** Tell students today they will read about important things to do during a job interview. Review the transparency from Class #17, which listed things to do "during" the job interview. Ask if they can think of anything to add to this list.

35 **(4) Reading: "During the Job Interivew."**
Tell students to underline words they don't know. Tell them to read the story again when they finish, and put a * next to something new they learned.

Follow up: Write on board: During the Job Interview

Ask students: What did you learn, that you didn't know before? List on the board and discuss. Ask comprehension questions and give examples, i.e., What does a strong handshake feel like? (Shake hands with all the students have them stand, & practice with each other.) What does "Ms." mean? I'm the interviewer and I say to you, "Hello, I'm Carol Jones." You're going to say, "Nice to meet you, _____" (Nice to meet you, Ms. Jones.) Make certain that students understand how to use the last name with an appropriate title.

How do you sit on a job interview? (Show them: sit slumped, legs and arms crossed, and ask, "Is this okay? No? What's wrong?) What does eye contact mean, is this eye contact? (Stare fixedly at someone.) Show students how to look at the bridge of the other person's nose for relaxed eye contact. Have them talk to each other about free time interests, using eye contact.

Ask why you shouldn't answer questions with just one or two words. Ask what the longer answers about free time activities tell the interviewer. (The applicant likes to grow and take care of things, and is friendly with other people. The applicant cares about the community and wants it to look nice.)

Ask why it's important to thank the interviewer by name. (Shows good memory attention, and politeness.)

Elicit and discuss new words.

25 **(5) Comprehension worksheet: "During the Job Interview."**
Hand out, partners check and discuss answers, volunteers write answer list B on board. Discuss with whole class C, D.

15 **(6) Word Search Vocabulary Review**

DURING THE JOB INTERVIEW

You have already done the most difficult part of applying for a job! You have researched the salon and the position offered, your application, resume, and thank you card are ready, you've practiced interview questions at home, you have chosen your clothes and set your alarm clock! You are ready for your interview, and below are a few tips to make it a successful one.

When the interviewer greets you and and introduces herself or himself, give a strong handshake and repeat the interviewer's last name in your greeting (Nice to meet you, Mrs./Ms./Mr. _____). Often interviewers will give you permission to call them by their first name, but use a title and their last name to begin with. The employer will show you where to sit down, and now you will practice your body language. Sit up straight, smile often, be enthusiastic, and have good eye contact.

When the interviewer asks you questions, don't answer them with one or two words or a short "yes" or "no." Give a few details that tell the interviewer more about you. For example, an employer may say, "What do you like to do in your free time, when you're not working?" You might say, "I like gardening and cooking. I grow vegetables in my garden and then I invite friends for dinner to enjoy them!" Or, "I like the outdoors and nature a lot. I'm a volunteer for the City Parks Department and help with their park cleanups once a month."

After the interview, stand and shake hands again with the interviewer. Thank the interviewer by name for the time he or she has given you, and ask for a business card (this will help you spell names correctly in your thank you card). Smile at the other employees when you leave (they all know why you're here!) and thank the receptionist.

You did your best! Thank *yourself* now, for preparing for and doing something difficult. If you made mistakes or forgot something, don't worry. There's always the next interview, and each one gets better and easier with experience.

During the Job Interview

A. Write the number of the definition next to the word.

____ position	1. communication without words
____ tips	2. job
____ title	3. approval
____ permission	4. good ideas
____ body language	5. Mr., Mrs., Ms.

B. Make a list below of 10 things you should do during a job interview. Write short answers.

1. give a strong handshake
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

C. Circle the numbers above that are difficult for you.

D. Check your answers with a partner and talk about what you circled above, in C. Tell your partner how you are going to practice what you circled.

During the Job Interview (Teacher's Answer Sheet)

A. Write the number of the definition next to the word.

2 position	1. communication without words
4 tips	2. job
5 title	3. approval
3 permission	4. good ideas
1 body language	5. Mr., Mrs., Ms.

B. Make a list below of 10 things you should do during a job interview. Write short answers.

1. give a strong handshake
2. repeat interviewer's name
3. sit up straight
4. smile
5. be enthusiastic
6. eye contact
7. don't give short answers
8. thank the interviewer
9. ask for a business card
10. thank the receptionist

C. Circle the numbers above that are difficult for you.

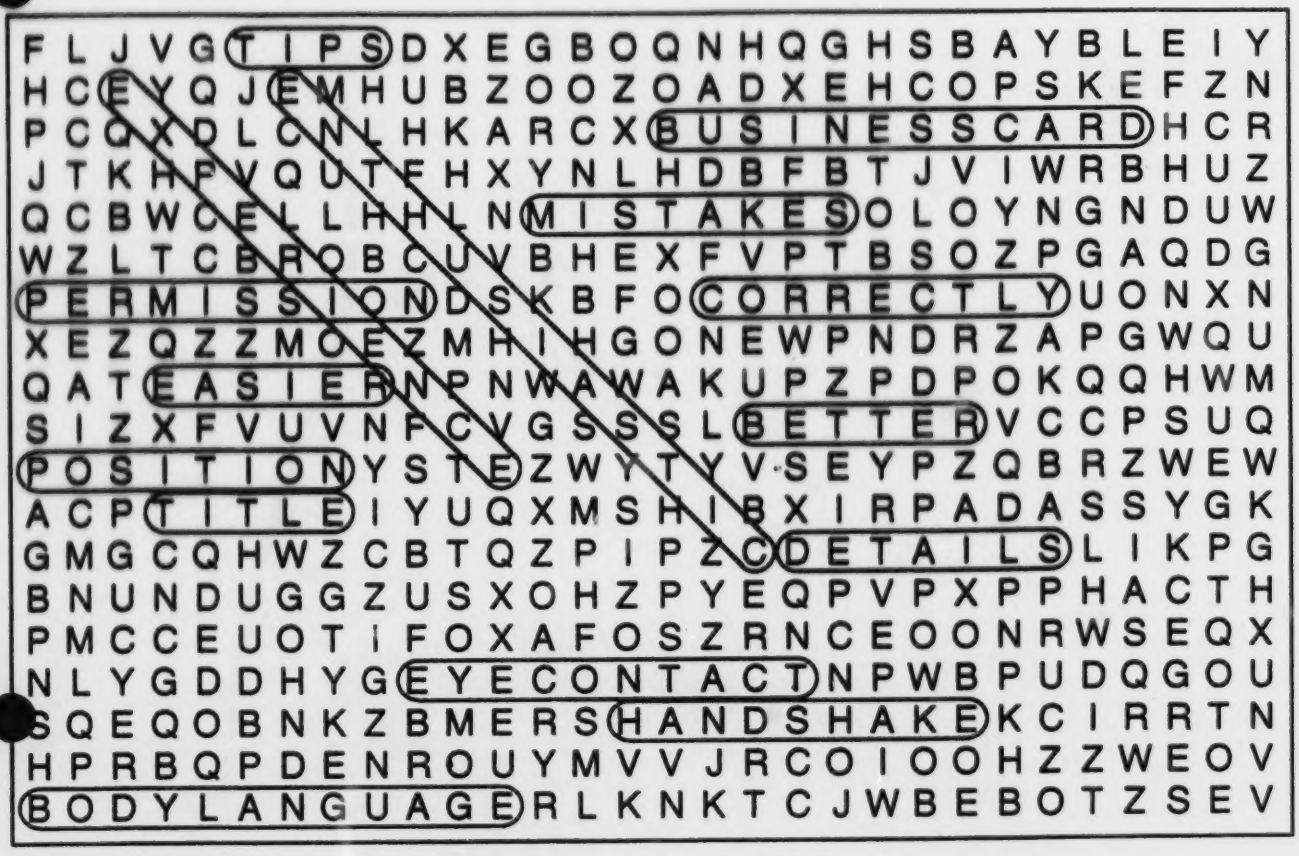
D. Check your answers with a partner and talk about what you circled above, in C. Tell your partner how you are going to practice what you circled.

JOB INTERVIEW

F L J V G T I P S D X E G B O Q N H Q G H S B A Y B L E I Y
H C E Y Q J E M H U B Z O O Z O A D X E H C O P S K E F Z N
P C Q X D L C N L H K A R C X B U S I N E S S C A R D H C R
J T K H P V Q U T F H X Y N L H D B F B T J V I W R B H U Z
Q C B W C E L L H H L N M I S T A K E S O L O Y N G N D U W
W Z L T C B R O B C U V B H E X F V P T B S O Z P G A Q D G
P E R M I S S I O N D S K B F O C O R R E C T L Y U O N X N
X E Z Q Z Z M O E Z M H I H G O N E W P N D R Z A P G W Q U
Q A T E A S I E R N P N W A W A K U P Z P D P O K Q Q H W M
S I Z X F V U V N F C V G S S S L B E T T E R V C C P S U Q
P O S I T I O N Y S T E Z W Y T Y V S E Y P Z Q B R Z W E W
A C P T I T L E I Y U Q X M S H I B X I R P A D A S S Y G K
G M G C Q H W Z C B T Q Z P I P Z C D E T A I L S L I K P G
B N U N D U G G Z U S X O H Z P Y E Q P V P X P P H A C T H
P M C C E U O T I F O X A F O S Z R N C E O O N R W S E Q X
N L Y G D D H Y G E Y E C O N T A C T N P W B P U D Q G O U
S Q E Q O B N K Z B M E R S H A N D S H A K E K C I R R T N
H P R B Q P D E N R O U Y M V V J R C O I O O H Z Z W E O V
B O D Y L A N G U A G E R L K N K T C J W B E B O T Z S E V

POSITION
TIPS
TITLE
PERMISSION
BODYLANGUAGE
EYECONTACT
HANDSHAKE
ENTHUSIASTIC
DETAILS
BUSINESSCARD
CORRECTLY
MISTAKES
BETTER
EASIER
EXPERIENCE

JOB INTERVIEW



F L J V G T I P S D X E G B O Q N H Q G H S B A Y B L E I Y
H C E Y Q J E M H U B Z O O Z O A D X E H C O P S K E F Z N
P C Q X D L C N L H K A R C X B U S I N E S S C A R D H C R
J T K H F V Q U T F H X Y N L H D B F B T J V I W R B H U Z
Q C B W C E L L H H L N M I S T A K E S O L O Y N G N D U W
W Z L T C B R O B C U V B H E X F V P T B S O Z P G A Q D G
P E R M I S S I O N D S K B F O C O R R E C T L Y U O N X N
X E Z Q Z Z M O E Z M H I H G O N E W P N D R Z A P G W Q U
Q A T E A S I E R N P N W A W A K U P Z P D P O K Q Q H W M
S I Z X F V U V N F C V G S S S L B E T T E R V C C P S U Q
P O S I T I O N Y S T E Z W Y T Y V S E Y P Z Q B R Z W E W
A C P T I T L E I Y U Q X M S H I B X I R P A D A S S Y G K
G M G C Q H W Z C B T Q Z P I P Z C D E T A I L S L I K P G
B N U N D U G G Z U S X O H Z P Y E Q P V P X P P H A C T H
P M C C E U O T I F O X A F O S Z R N C E O O N R W S E Q X
N L Y G D D H Y G E Y E C O N T A C T N P W B P U D Q G O U
S Q E Q O B N K Z B M E R S H A N D S H A K E K C I R R T N
H P R B Q P D E N R O U Y M V V J R C O I O O H Z Z W E O V
B O D Y L A N G U A G E R L K N K T C J W B E B O T Z S E V

POSITION
TIPS
TITLE
PERMISSION
BODYLANGUAGE

EYECONTACT
HANDSHAKE
ENTHUSIASTIC
DETAILS
BUSINESSCARD

CORRECTLY
MISTAKES
BETTER
EASIER
EXPERIENCE

Class 20: The Job Interview

Objectives:

Students will be able to:

1) Demonstrate basic writing/grammar skills
2) Communicate information effectively
3) Listen and evaluate information
4) Evaluate & Prioritize school/workplace goals

Review

Story: *During the Job Interview*

Objective #	Activity	Materials/Resources
	Story Review	Word Search Answer Transparency
1)	Structure Practice	Handout
2)	Interview Practice	Handout
3)	Interview Evaluation	Checklist on whiteboard
4)	9 Qualities Checklist	Handout

Class 20: Teacher's Notes

5 (1) **Agenda**: pass out or write on board, discuss.

5 (2) **Word Search Answers.** Show answer transparency and review "During the Job Interview" story by referring to vocabulary words (tell me about body language during a job interview. How should your handshake be, strong or weak?, etc.)

10 (3) **Introduce: Structure: Present Perfect**

Write on board: You have researched salons.
You have done your salon homework.

Elicit: what verb time is this, present, past, future, present perfect?

Elicit meaning of present perfect versus past tense. (You researched a salon last week. You did your salon homework yesterday.) Elicit contractions.

35 (4) **Practice: Structure.** Hand out worksheet, students write "yes" answers to questions, using contractions and past participles. Volunteers write correct answers on transparency or whiteboard.

Followup: ask new questions to various students, emphasizing past participles, i.e., Have you **eaten** dinner tonight? Have you **lived** in our city a long time? Have you **had** a job interview?, etc.

20 (5) **Present: Job Interview.** Hand out interview and go through it slowly, eliciting examples of what students might say. (I've worked at a salon/I've finished cosmetology school/I've taken a communication skills course. I can start work immediately/in 2 weeks/in one month.)

Tell students there are many things to practice in this interview, i.e., remembering names and titles, strong handshake, strong voice, enthusiasm, eye contact, detailed answers.....today they will practice with 2 different partners, and as homework they should practice it, too, especially giving detailed answers. At the next class the "student applicant" will practice without a paper and a "checker" will listen, watch, and evaluate the interview.

25 (6) **Practice: Job Interview.** Students should practice with 2 different partners, both ways, one as interviewer, one as applicant. Tell them this is helpful, because they will-hear different answers to questions and this will give them more ideas of what to say.

10 (7) **Volunteers: Present.** Call on two pairs to present for the class. Put a small check list on the board for students to watch/listen for (you are pre-teaching the next class): title/last name? strong handshake? sit up straight? smile? Have students listen to the interviews and follow up with check list.

Drill words they had trouble with, stress and pronunciation.

10 (8) **Evaluate & Prioritize School/Workplace Goals** (Class #4)

Grammar: **Have you WRITTEN the application?**

I have	I've	written it.		I	written it?
You have	You've			you	
We have	We've		Have	we	
They have	They've			they	
He has	He's		Has	he	
She has	She's			she	
It has	It's			it	

Note: When you talk about an action in the past, but you don't say exactly *when* it happened, use the *present perfect* verb tense. In this verb tense, the word after *have* or *has* is a past participle. Some past participles (had, practiced, researched) are the same as the past tense of the verb, but others (written, taken, chosen) are different.

Practice: Answer the questions below with the present perfect verb tense.

1. Have you *practiced* your interview questions?
   Yes, I've practiced my questions.
2. Have you *had* experience as a hairstylist?
   _____.
3. Have you *studied* at a cosmetology school?
   _____.
4. Have you *taken* a class in communication skills?
   _____.
5. Have you *chosen* your clothes?
   _____.
6. Has she *done* her salon homework?
   _____.
7. Has he *written* his thank you card?
   _____.
8. Have they *researched* salons?
   _____.
9. Have you *set* your alarm clock?
   _____.

Practice: ***The Job Interview***

Interviewer:	Good morning. I'm _____(shake hands).
You:	Nice to meet you, Mr. - Mrs. - Ms. _____. I'm _____.
Interviewer:	Please, sit down over here.
You:	Thank you.
Interviewer:	Your job application says you're applying for the position of hairstylist. What experience have you had?
You:	(Talk about your previous job experience or experience at cosmetology school and your Communication Skills course.)
Interviewer:	Excellent! Now, are you looking for parttime or fulltime employment?
You:	I'm looking for _____.
Interviewer:	And what hours are you available to work?
You:	I'm available from _____ to _____. I can start work _____.
Interviewer:	Fine. Now, tell me a little about yourself. What are your strengths? Why should I hire you?
You:	(Talk about one or two personal strengths and give examples.)
Interviewer:	That's very good! And, why do you want to work for *this* salon?
You:	I 've heard very good things about it (tell the employer what you know about the salon). I know it's an excellent place to work.
Interviewer:	Thank you! We think so, too. And what do you like to do in your free time, when you're not working?
You:	(Talk about your free time interests and activities.)
Interviewer:	That's very interesting! Now, do you have any questions you would like to ask *me*?
You:	Yes. Do you have any training programs for your employees? I want to keep my skills up-to-date and learn more.
Interviewer:	I'm glad you asked that question. We have people come to the salon often to teach employees new techniques.
You:	That's great. And do you do any activities that support the community?
Interviewer:	Yes, we're very active with raising money for the women's shelter.
You:	Oh, that sounds good.
Interviewer:	Do you have any other questions?
You:	No, I don't think so.
Interviewer:	Well, I need to hire someone soon, and I'll call and tell you what I've decided. (Stand up, shake hands.)
You:	Thank you for talking with me, (repeat interviewer's name.) I hope to hear from you soon. Do you have a business card I could have?
Interviewer:	Certainly. Here you are. Goodbye now.

What did you do in the last two weeks? Put a (√) next to the things you did well.

9 QUALITIES OF A GOOD EMPLOYEE/GOOD STUDENT

____1) Good quality work

____2) Attendance (I come to work/school every day)

____3) Punctuality (I come to work/school on time)

____4) Reliability (You can trust me. If I cannot come to work/school, I call & tell my employer/teacher why I cannot come)

____5) Cooperation/Team Work (I work well with my co-workers/classmates. I share in groups and give ideas and suggestions.)

____6) Good Attitude (good thoughts, feelings, behavior. I am friendly & helpful. I volunteer, ask questions, help others.)

____7) Honesty (I am honest about my hours/attendance sheet, money, and what I say to others.)

____8) Equipment Usage (I keep my work station/school desk and tools neat, clean, and safe.)

____9) Initiative (I see problems, find solutions, and give ideas on how to make things better. I don't wait for someone else to solve a problem.)

Now, finish the sentence below: Write your goals for the next two weeks.

In the next two weeks, I will _____

_____

_____.

Class 21: The Job Interview

Objectives:

Students will be able to:

1) Communicate information effectively
2) Listen and evaluate information
3) Demonstrate basic writing/spelling/grammar skills
4) Evaluate and correct writing/paragraphs

Objective #	Activity	Materials/Resources
1, 2)	Job Interview Presentation, Listening Evaluations	Checker handout
1, 2)	Videotape: Job Interview	Video Camera, videotape
3)	Spelling & Dictation	Lined paper
4)	Correct Dictation	One dictation copy, whiteboard

Class 21: Teacher's Notes

5 **(1) Agenda**: pass out or write on board, discuss.

10 **(2) Introduce: Job Interview "Checker".** Tell students they will work in groups of three to continue their job interview practice. One person will be the interviewer; one person will be the job applicant; one person will be the "checker." Show checker transparency & explain. Some questions refer to body language, some to giving longer answers with details, and #13, a strong voice, means a loud voice that you can easily hear! Each person will have an opportunity to be a checker - roles are to be rotated.

30 **(3) Practice.** Tell students that applicant should try not to use the paper. Interviewer and checker need papers, but in an actual interview, the applicant will have to speak freely, without a paper!

30 **(4) Volunteers: Videotaped Job Interview.** Videotape a job interview with two volunteers. Play the video back and follow up, with the whole class on the check list items.

45 **(5) Spelling and Dictation** (See Class #4, Teacher's Notes)

Checker:

Watch the applicant and listen carefully to the answers. Put an **X** next to the questions for **yes** or **no.**

Did the applicant:

	Yes	No
1. say the interviewer's last name?	___	___
2. shake hands?	___	___
3. talk about job experience or education?	___	___
4. talk about strengths and give examples?	___	___
5. give a compliment about the salon?	___	___
6. talk about free time interests, with details?	___	___
7. ask questions about the job?	___	___
8. thank the interviewer by name?	___	___
9. sit up straight in the chair?	___	___
10. have good eye contact?	___	___
11. sound enthusiastic and interested?	___	___
12. smile a lot?	___	___
13. speak clearly, in a strong voice? Did you understand?	___	___
14. **Do you think you would give this applicant the job? (If no, why not?)**	___	___

Now, give this paper to the applicant. Show the student what he or she did very well ("yes" answers) and what he or she needs to practice ("no" answers).

Dictation

For the past two weeks, we have learned how to prepare for a job interview. We can do salon research, write a neat and accurate application, and type a resume before the interview. We can prepare our clothes, because our appearance is critical. We can practice questions about our strengths, weaknesses, and free time interests.

During the interview we can be enthusiastic. We can speak fluently and confidently, and give details in our answers. We are intelligent students, and we know how to make a good first impression.

Dictation

For the past two weeks, we have learned how to prepare for a job interview. We can do salon research, write a neat and accurate application, and type a resume before the interview. We can prepare our clothes, because our appearance is critical. We can practice questions about our strengths, weaknesses, and free time interests.

During the interview we can be enthusiastic. We can speak fluently and confidently, and give details in our answers. We are intelligent students, and we know how to make a good first impression.

Class 22: Employment Applications

Objectives:

Students will be able to:

1) Generate ideas
2) Read, interpret, and evaluate employment related information
3) Demonstrate basic writing/spelling/grammar skills
4) Participate as a member of a team

Vocabulary

N/A (not applicable), reference, convicted, crime, misdemeanor, felony

Review

Spelling & Dictation

Objective #	Activity	Materials/Resources
	Return Spelling & Dictation	Corrected papers, handout of typed dictation
1)	Brainstorm: Application Types	whiteboard
2)	Evaluate Employment Application	Application handout, question page handout
3)	Fill out employment application	Employment Application handout
4)	Questions for Salon Speaker	lined paper, blank transparency

Class 22: Teacher's Notes

5 **(1) Agenda**: pass out or write on board, discuss.

10 **(2) Return Spelling/Dictations.**

20 **(3) Introduce: Employment Applications.**

Often in our lives, we must fill out some type of application. Brainstorm: what kind of applications do we need to fill out? Teacher writes the word application on the whiteboard, circles it, and makes grid lines coming out for other types of applications (bank loan - car purchase - school - rent - house purchase - DMV - passport, etc.).

Ask: What kind of applications have you filled out? Was it easy or hard to do? Did someone help you? *Writing an application is a **skill** that we can learn how to do neatly and accurately. Some schools give classes in how to fill out a job application, because this is very important for most people. If we can fill one out correctly, we will have a better chance of getting whatever it is we are applying for. We will write a sample job application in class. Then, when you write applications at salons, you will have all your correct dates and names on your sample application to look at, and you won't have to look up the information every time. I will check the application when you finish it.*

There are many instructions on applications and we will learn what they mean. For example, an application may begin with:

(write on board) **Please print or type. Fill in information in each box or write N/A.** Ask students, what does N/A mean? When will I write this? (Have you ever been in the military? Many women will write N/A. Make/model/ year of car: if you don't own a car, write N/A.) *If you leave a blank space and do not write N/A, the employer will think you do not understand the question or you cannot read. Do not leave "blanks" in job applications.*

Usually, an employment application begins like this:
Write on the board 3 times: **Name**_____
Last First Middle Initial

Call for 3 volunteers to come up and fill out.

Ask students, do you know what **3 things** employers look for when they look at job applications? **(1)** How much of the form is filled in correctly in English, including the use of N/A; **(2)** Spelling, capitalization, punctuation (first letter is capitalized. We do not write "all capitals.") **(3)** Handwriting: Is it neat? Can I read it? The information on job apps can be checked. Maybe it is true, maybe not. They will check it later. But the 3 things above are what they see first and these we can do well.

Check the samples of the volunteers. If they have no middle name, did they write N/A? Is the first letter of the last name, first name, and middle initial capitalized? Or, is there an irregular usage of upper case/lower case? Is the writing printed or in cursive? Is the handwriting neat? Can you read it?

30 **(4) Present: Sample Employment Application: Partners.** Hand out the sample job application, one application for two people. Hand out the question page, one paper for each student. Have students work together in answering the questions.
Follow up with answers, whole class. Give an application to those students who don't have one.

20 **(5) Practice: Employment Applications.** Students begin writing their sample application. When completed, during class or as homework, they should hand in for teacher to check.

20 **(6) Brainstorm: Questions for Salon Speaker****
Groups of four write down questions to ask a speaker. Teacher follow up: elicit and write questions on transparency, type for next class as hand out to students.

**There are several variations of speaker formats you could use. Ask students ahead of time what they would like the speaker to do. They may want the speaker to talk about job interviews and what they look for in applicants, or they may want a question/answer format. They may prefer to watch an actual job interview. In this case, two people should be ready to have an interview with the speaker (one person may be sick when the speaker comes!) and the speaker should be prepared to give feedback to the student that the whole class will learn from. If they want this format, then you might use this time block to have a final "practice interview" between two students, to prepare for the speaker visit.

15 **(7) Vocabulary Game: Find the little words.** (See Class #5).
Write on board: Application Handwriting

HAIRDepot Store I.D. No. _____

Employment Application

HAIRDepot IS AN EQUAL OPPORTUNITY EMPLOYER

Date: 11-21-97
SSN: 588-62-5111

☒ Hairstylist ☐ Receptionist ☐ Manager

Personal Information

Name: Sarita Sanchez Address: 1760 Noyes, Apt. 6
City: San Diego State: CA Zip: 92109
Telephone: (619) 274-4706 Are you 18 or older? ☒ Yes ☐ No
Name, address and telephone number of person to contact in case of an emergency:
Oscar Sanchez, 1832 Grand Ave., San Diego, CA 92110
(619) 235-7227
Do you have a valid driver's license? ☐ Yes ☒ No From what state? n/a

How many hours a week are you interested in working? 35
Date available to start: _____
We are open seven days a week and a wide range of hours. What hours and days are you available? Sunday 9-4 Monday 9-4 Tuesday 9-4 Wednesday 9-4
Thursday 9-1 Friday 9-12 Saturday all day

Education

Circle the highest grade completed: 0 1 2 3 4 5 6 7 8 9 10 11 (12)
High School Graduate? ☐ Yes ☐ No
College or University: 1 2 3 4 5

Hairstylist Only:

What school of cosmetology did you attend? San Diego Institute of Cosmetology
Date graduated: Will graduate 12-97
Do you have a cosmetologist or barber license? ☐ Yes ☒ No
If yes, what is the number? _____ State issued: _____
Hours required for licensing: _____ Expiration date: _____
List any advanced training courses, educational conferences and/or seminars you have attended:
5/97: Hair Weaving, Bay Vista Institute
2/97: Hair Coloring Techniques, San Diego Hair Academy
1/96-3/96 Communication Skills for the Cosmetology Industry, SDCC
What prompted you to apply for a job with HAIRDepot?
☐ HAIRDepot beauty school presentation ☐ Newspaper/magazine article
☐ Help wanted ad ☐ HAIRDepot TV commercial ☐ HAIRDepot radio commercial
☒ Friend/relative My relative, Flor Roman, loves your salon. 10 year customer!
What are your career goals? To receive my license, become an experienced stylist, and teach others in the future
What is most important to you in this job? I want my customers to be happy.
Foreign languages spoken: Spanish and a little Italian
Skills, interests, clubs, organizations Women's Volleyball Team Leader, Sunday School Aide
Have you been fired from a job or forced to resign for misconduct or poor performance?
☐ Yes ☒ No If yes, please explain: _____
Have you been convicted of a felony or misdemeanor since age 18? ☐ Yes ☒ No
If yes, please explain: _____

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Employment History

List three (3) most recent jobs (if not applicable, list U.S. Military or volunteer work.)

Company: SD Beauty Supply Address: 1266 Garnet, San Diego, CA 92109
Job title: Salesperson Supervisor: Mary Lane Telephone: (619) 274-1106
May we contact this employer? ☒ Yes ☐ No Date worked from: 4/96 to: present
Starting pay: $5.50/hr. Ending pay: $7.00/hr.
Reason for leaving: still employed, weekends 12-5
Office use only: Manager's reference checked by: _____

Company: Church of Faith Address: 950 Jewel St., San Diego, CA 92109
Job title: aide: Sunday Sch Supervisor: Mrs. Lopez Telephone: (619) 274-6220
May we contact this employer? ☒ Yes ☐ No Date worked from: 6/96 to: present
Starting pay: Volunteer Ending pay: N/a
Reason for leaving: n/a
Office use only: Manager's reference checked by: _____

Company: Women's Volleyball Address: N/a
Job title: Team Leader Supervisor: N/a Telephone: ( ) N/a
May we contact this employer? ☐ Yes ☐ No Date worked from: 9/96 to: present
Starting pay: Volunteer Ending pay: N/a
Reason for leaving: I started this team and we play weekly, for fun.
Office use only: Manager's reference checked by: _____

Can you, upon offer of employment, submit verification of your legal right to work in the United States? ☒ Yes ☐ No

References

Give the name of two persons (not relatives) who know you well.

Name	Address	Phone	Occupation
Mary Lane	1266 Garnet San Diego 92109	274-1106	Business Owner
John Franklin	1502 Opal St, San Diego 92109	544-2660	Teacher

I declare that all statements and answers in this application are true and complete and agree that if employed, any untruth, misleading answer, omission, concealment or failure to answer any question fully, completely and accurately will be grounds for terminating my employment.

Signature: Sarita Sanchez **Date:** 11-21-97

Office use only

Interviewed by: _____ Position: _____
Date: _____ Hired: _____ Starting Pay: _____
Starting Date: _____ Remarks: _____

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Read the application form with your partner and answer the questions.

1. What is the applicant's first name? _____
2. How many hours a week does she want to work? _____
3. When is she available to start work? _____
4. How many years of school did she complete? _____
5. Is she a high school graduate? _____
6. Has she completed cosmetology school? _____
7. How many hours are required for licensing? _____
8. What is the most recent training course she has attended? _____
9. Why did she apply for a job at ***HAIRDepot?*** _____
10. How many paid jobs does she have? _____How many volunteer jobs? _____
11. What skills does she use at SD Beauty Supply that will help her as a hairstylist?

    _____
12. What skills does she use as a Sunday School aide that will help her as a hairstylist?

    _____
13. What skills does she use as a Volleyball Team Leader that will help her as a hairstylist? _____
14. Does she write her signature in script or does she print it? _____Is that okay? ____
15. Is this application neat and easy to read? _____
16. Is it accurate? Did the applicant fill in all the blanks or write n/a? _____

Punctuation Practice: dates can be written in words: November 21, 1997
They can also be written numerically, in numbers: 11/21/97 or 11-21-97
Remember the order: month - day - year

Write the dates below numerically.

1. I will graduate in **December, 1997**. _____
2. I worked there from **April of 1996 to June of 1997.** _____to _____
3. I can start work **January 15, 1998**. _____
4. I studied Communication Skills from **March of 1996 to May of 1996.** ____to ___

Teacher's Answer Sheet: *Read the application form with your partner and answer the questions.*

1. What is the applicant's first name? Sarita
2. How many hours a week does she want to work? 35
3. When is she available to start work? We don't know; not filled in
4. How many years of school did she complete? 12
5. Is she a high school graduate? We don't know; not filled in
6. Has she completed cosmetology school? no
7. How many hours are required for licensing? We don't know; not filled in
8. What is the most recent training course she has attended? Hair Weaving, 5/97
9. Why did she apply for a job at ***HAIRDepot?*** a relative loves it. (This is a compliment!)
10. How many paid jobs does she have? one How many volunteer jobs? two
11. What skills does she use at SD Beauty Supply that will help her as a hairstylist? product knowledge, advising, suggesting, customer relations
12. What skills does she use as a Sunday School aide that will help her as a hairstylist? ability to work with children, noise, probably talking with parents of children
13. What skills does she use as a Volleyball Team Leader that will help her as a hairstylist? leader, likes working in groups (team player), physically fit
14. Does she write her signature in script or does she print it? prints it Is that okay? no
15. Is this application neat and easy to read? Yes
16. Is it accurate? Did the applicant fill in all the blanks or write n/a? no

Punctuation Practice: dates can be written in words: November 21, 1997
They can also be written numerically, in numbers: 11/21/97 or 11-21-97
Remember the order: month - day - year

Write the dates below numerically.

1. I will graduate in **December, 1997.** 12/97 or 12-97
2. I worked there from **April of 1996 to June of 1997.** 4/96 to 6/97 or 4-96 to 6-97
3. I can start work **January 15, 1998.** 1/15/98 or 1-15-98
4. I studied Communication Skills from **March of 1996 to May of 1996.** 3/96 to 5/96 or 3-96 to 5-96

HAIRDepot Store I.D. No. _____

Employment Application

HAIRDepot IS AN EQUAL OPPORTUNITY EMPLOYER

Date: _____
SSN: _____

❒ Hairstylist ❒ Receptionist ❒ Manager

Personal Information

Name: _____ Address: _____
City: _____ State: _____ Zip: _____
Telephone: ( ) _____ Are you 18 or older? ❒ Yes ❒ No
Name, address and telephone number of person to contact in case of an emergency:
_____
_____
Do you have a valid driver's license? ❒ Yes ❒ No From what state? _____

How many hours a week are you interested in working? _____
Date available to start: _____
We are open seven days a week and a wide range of hours. What hours and days are you available? Sunday _____ Monday _____ Tuesday _____ Wednesday _____
Thursday _____ Friday _____ Saturday _____

Education

Circle the highest grade completed: 0 1 2 3 4 5 6 7 8 9 10 11 12
High School Graduate? ❒ Yes ❒ No
College or University: 1 2 3 4 5

Hairstylist Only:

What school of cosmetology did you attend? _____
Date graduated: _____
Do you have a cosmetologist or barber license? ❒ Yes ❒ No
If yes, what is the number? _____ State issued: _____
Hours required for licensing: _____ Expiration date: _____
List any advanced training courses, educational conferences and/or seminars you have attended:
_____
_____
_____
What prompted you to apply for a job with *HAIRDepot*?
❒ *HAIRDepot* beauty school presentation ❒ Newspaper/magazine article
❒ Help wanted ad ❒ *HAIRDepot* TV commercial ❒ *HAIRDepot* radio commercial
❒ Friend/relative _____
What are your career goals? _____
_____
What is most important to you in this job? _____
Foreign languages spoken: _____
Skills, interests, clubs, organizations _____
Have you been fired from a job or forced to resign for misconduct or poor performance?
❒ Yes ❒ No If yes, please explain: _____
_____
Have you been convicted of a felony or misdemeanor since age 18? ❒ Yes ❒ No
If yes, please explain: _____
_____

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Employment History

List three (3) most recent jobs (if not applicable, list U.S. Military or volunteer work.)

Company: _____ Address: _____

Job title: _____ Supervisor: _____ Telephone: ( ) _____

May we contact this employer? ❒ Yes ❒ No Date worked from: _____ to: _____

Starting pay: _____ Ending pay: _____

Reason for leaving: _____

Office use only. Manager's reference checked by: _____

Company: _____ Address: _____

Job title: _____ Supervisor: _____ Telephone: ( ) _____

May we contact this employer? ❒ Yes ❒ No Date worked from: _____ to: _____

Starting pay: _____ Ending pay: _____

Reason for leaving: _____

Office use only. Manager's reference checked by: _____

Company: _____ Address: _____

Job title: _____ Supervisor: _____ Telephone: ( ) _____

May we contact this employer? ❒ Yes ❒ No Date worked from: _____ to: _____

Starting pay: _____ Ending pay: _____

Reason for leaving: _____

Office use only. Manager's reference checked by: _____

Can you, upon offer of employment, submit verification of your legal right to work in the United States? ❒ Yes ❒ No

References

Give the name of two persons (not relatives) who know you well.

Name	Address	Phone	Occupation

I declare that all statements and answers in this application are true and complete and agree that if employed, any untruth, misleading answer, omission, concealment or failure to answer any question fully, completely and accurately will be grounds for terminating my employment.

Signature: _____ **Date:** _____

Office use only

Interviewed by : _____ Position: _____

Date: _____ Hired: _____ Starting Pay: _____

Starting Date: _____ Remarks: _____

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Class 23: Speaker Visit

Objectives:

Students will be able to:

1) Listen and interpret employment related information
2) Communicate information effectively
3) Demonstrate study skill of notetaking
4) Demonstrate study skill of memorization

Review

Course review

Objective #	Activity	Materials/Resources
	Collect completed employment applications	
1, 2, 3)	Speaker Visit	Lined paper for notetaking
2, 4)	Course Review	3 x 5 Review Cards, prize

Class 23: Teacher's Notes

5 (1) **Agenda**: pass out or write on board, discuss.

5 (2) **Collect completed employment applications.**
(Pass out "questions for speaker" if this format is used)

60 (3) **Speaker Visit and Follow up**
Hand out lined paper, or students may use bluebook journals.
Whatever speaker format has been decided on, students should take' notes on material they hear. Follow up with class when visitor leaves.

50 (4) **Review of the Course** (28 blue 3 x 5 review cards)
Divide class into two teams. One person from each team comes to the front of the room. The first student chooses one of the face down blue cards and reads the card to the class. If the student can answer the question, he or she receives 10 points. If s/he can't, her team can try to answer it, for 5 points. The next student repeats the sequence, followed by two new students from each team, until everyone has answered a question. Total the points and announce the winning team. (Candy or box of cookies optional!)

Review Cards, Class #23

What are 3 important things to do when you write a job application?	What is a synonym for the word **satisfied**?	I've got it! I understand it! Is that correct? Is that right? --- What do we call these skills? c_____ skills
What is a compliment? Give a compliment to a student in this class	Which of the topics below are good "small talk" topics? (Read the words and say "yes" or "no".) 1. Politics 2. Sports 3. Weekend activities 4. Weather 5. Free time interests 6. Religion 7. Income	What does the word "reference" mean on an employment application?
Write these words on the board: 1. Listened 2. Practiced What is the sound of the past tense verb ending? t? d? id?	Answer the question below with correct grammar. "What do you like to do in your free time?" I like _____.	Tell 3 examples of good listening skills: 1. c_____ 2. r_____ 3. p_____

A customer says to you, "I'd like a shampoo and a trim." Talk to the customer. Use the listening skill of repetition.	Why is it important to write volunteer activities on an employment application?	Write the following dates correctly, using numbers: From: April, 1995 To: May, 1997
Use the listening skill of paraphrasing. Say this sentence in another way: "My hair is too long." It's _____	In the cosmetology industry, what percent (%) is skill and what percent is communication?	Tell 6 things that are important to do before a job interview.
Tell 6 things that are important to do during a job interview.	"What would you like today?" .What is the most polite answer? 1. Give me a clean up. 2. I want a clean up. 3. I need a clean up. 4. I'd like a clean up.	Your customer doesn't like the hairstyle you gave her. What will you say?

If your job interview is at 10 a.m., what time should you arrive?	What are 2 good questions you can ask an employer on the first job interview?	Your teacher would like a new hair style. She asks you for a suggestion. What will you say?
Answer the question with correct grammar. Use the present perfect verb tense. "Has she done her salon research?" Yes, _____	Give 3 synonyms for the word "Great!"	What does n/a mean on a job application?
Write your signature on the board.	When a customer asks for advice and a stylist gives a recommendation, what word do we call this?	What is your teacher's last name and title?

Class 24: Graduation

Objectives:

Students will be able to:

1) Evaluate learning
2) Utilize test taking skills
3) Communicate interpersonally

Objective #	Activity	Materials/Resources
	Return completed employment applications	Student Applications
1, 2)	Course Evaluation	Evaluation Handout
1, 2)	Post-Assessment Test	Test Handout
3)	Graduation Certificates & Awards Presentation	Certificates, Awards
3)	Party	Variable

Class 24: Teacher's Notes

5 **(1) Agenda**: pass out or write on board, discuss.

5 **(2) Return corrected employment applications**

15 **(3) Course Evaluation** (handout, no names on evaluation)

25 **(4) Post-Assessment Test** (handout)

25 **(5) Graduation Certificates, Awards Presentations**
Hand out graduation certificates. Hand out additional awards certificates to those students who demonstrated the 9 qualities of a good student/ good employee.

45 **(6) Graduation Party**
Students may want to include people they met in the salons on their homework visits.

Teacher & Class Evaluation
Communication Skills for the Cosmetology Industry

Instructor's Name: _____ **Date:** _____

Answer the questions below about the teacher. Circle the best answer.

	Poor	Fair	Good	Excellent
1. Was the teacher prepared?	1	2	3	4
2. Were the materials useful?	1	2	3	4
3. Level of class (not too easy or too hard)	1	2	3	4
4. Teacher's presentation	1	2	3	4
5. Enough time to complete activities?	1	2	3	4
6. Class kept moving	1	2	3	4
7. Teacher answered students' questions	1	2	3	4
8. Teacher asked what you wanted to learn & followed your suggestions	1	2	3	4

Rate the class and yourself. Circle the best answer.

1. Facilities (room, temperature, etc.)	1	2	3	4
2. Group discussions	1	2	3	4
3. Speaking practice	1	2	3	4
4. Listening practice	1	2	3	4
5. Writing practice	1	2	3	4
6. Salon visits/homework	1	2	3	4
7. Speaker Visit	1	2	3	4
8. Helpful to your goals	1	2	3	4
9. Your own contribution	1	2	3	4
10. Your own personal learning	1	2	3	4
11. Overall reaction to class	1	2	3	4

Name_____ Date_____

Post-Assessment Test: Communication Skills for the Cosmetology Industry

1. Circle the examples of good small talk topics.
   A. Free time interests
   B. Weekend activities
   C. Weather
   D. Sports
   E. All of the above

2. What do you like to do in your free time? Circle the correct answer.
   A. I like listen to music.
   B. I likes listen to music.
   C. I likes listening to music.
   D. I like listening to music.

3. What is the sound of the past tense verb ending for the verb practiced?
   A. t
   B. d
   C. id

4. Circle the examples of good listening skills.
   A. Repetition
   B. Confirmation
   C. Paraphrasing
   D. All of the above

5. "What would you like today?" Circle the most polite answer.
   A. Give me a body perm.
   B. I want a body perm.
   C. I'd like a body perm.
   D. I need a body perm.

6. Circle the examples of confirmation skills.
   A. Is that right?
   B. Is that correct?
   C. I've got it.
   D. All of the above.

7. If a customer wants a new hair style, what can a stylist say?
   A. I'd suggest.....
   B. I'd advise.....
   C. I'd recommend....
   D. All of the above

8. What is a compliment?

A. Something you are angry about
B. A problem you have
C. Something nice you say to someone
D. A free ticket

9. What is the correct grammar?

A. You have wonderful cheekbones.
B. You have wonderfuls cheekbones.
C. You have cheekbones wonderful.
D. You have cheekbones wonderfuls.

10. When a customer asks for advice and a stylist gives recommendations, what do we call this?

A. A confirmation
B. A consultation
C. A conclusion
D. A compliment

11. What is a synonym for the word *great*!

A. Terrific
B. Wonderful
C. Very nice
D. All of the above

12. "It's too short." What is another way to say this?

A. It's too long.
B. It's not long enough.
C. It's long.
D. It's not enough long.

13. When a customer doesn't like his or her new hair style, what is the best stylist response?

A. Wear if for a few days and then call me.
B. What's wrong with it?
C. I'm sorry it's not what you wanted.
D. What's your problem with it?
E. All of the above

14. Circle the letters that are important things to do *before* a job interview.

A. Go to the salon a day before the interview to make sure you know the location and how long it takes to get there.
B. Research the services the salon offers.
C. Practice interview questions at home.
D. Prepare your clothes for the interview.
E. All of the above

15. Circle the letters that are important things to do *during* a job interview.

A. Be enthusiastic.
B. Sit up straight.
C. Ask for the interviewer's business card.
D. Thank the interviewer by name when you leave.
E. All of the above.

16. If your job interview is at 2:00 p.m., what is the best time to arrive?

A. 2:00 p.m.
B. 1:55 p.m.
C. 1:45 p.m.
C. 1:35 p.m.

17. Circle the answers below that are good questions to ask an employer on your first job interview.

A. Do you offer any training programs?
B. How much is the starting salary?
C. How often does the salary increase?
D. All of the above.

18. "Has she written her employment application?" Circle the correct answer.

A. Yes, she writes her employment application.
B. Yes, she write her employment application.
C. Yes, she is written her employment application.
D. Yes, she's written her employment application.

19. What does "reference" mean on an employment application?

A. Someone who knows you well and is not a relative.
B. Someone who knows you well and is a relative.
C. A teacher.
D. All of the above.

20. What are important things to do when you write an employment application?

A. Have neat handwriting.
B. Answer all of the questions on the form.
C. Make sure your answers are accurate.
D. All of the above.

Name: **TEACHER'S COPY** Date_____

Post-Assessment Test: Communication Skills for the Cosmetology Industry

1. Circle the examples of good small talk topics.
   - A. Free time interests
   - B. Weekend activities
   - C. Weather
   - D. Sports
   - **E. All of the above**

2. What do you like to do in your free time? Circle the correct answer.
   - A. I like listen to music.
   - B. I likes listen to music.
   - C. I likes listening to music.
   - **D. I like listening to music.**

3. What is the sound of the past tense verb ending for the verb practiced?
   - **A. t**
   - B. d
   - C. id

4. Circle the examples of good listening skills.
   - A. Repetition
   - B. Confirmation
   - C. Paraphrasing
   - **D. All of the above**

5. "What would you like today?" Circle the most polite answer.
   - A. Give me a body perm.
   - B. I want a body perm.
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